COMMITTED TO EXCELLENCE IN DEFENSE OF THE NATION

COMMUNIQUÉ

A DEFENSE INTELLIGENCE AGENCY PUBLICATION

APRIL/MAY 2011

Dream Job
Expert
Education
Skills & Abilities
Mentoring
Career Development
Training
ll Performance
Foreign Languag
Entry-level
Competencies

Interview with

Kristi Waschull

Deputy
Director for
Human Capital

BUILDING a Better Future

APRIL/MAY 2011 · Volume 24/Number 2
COMMUNIQUE
A Defense Intelligence Agency Publication

LTG Ronald L. Burgess Jr.
Director, DIA

Donald L. Black
Chief, Public Affairs

Laura L. Donnelly
Managing Editor

Christina A. Cawley
Margan C. Kerwin
Lorette A. Murray
Jennifer M. Redding
Editorial Staff

Brian D. Nickey
Design/Layout

Graphic Design and Publishing Services Branch
Printing and Posting

DIA's Communiqué is an authorized agency information publication, published for employees of DIA and members of the defense intelligence community. Contents of the Communiqué are not necessarily the official views of, or endorsed by, the U.S. government or the Department of Defense. Articles are edited for style, content and length. Correspondence should be addressed to: DIA Communiqué, Public Affairs Office, 200 MacDill Blvd., Joint Base Anacostia-Bolling, Washington, D.C., 20340. Telephone: (202) 231-0814 (DSN: 428-0814). The DIA Public Affairs Office welcomes your comments, which may be e-mailed to our Internet address at DIA-PAO@dia.mil or to our JWICS e-mail address at diem908-DIA@DODiis.ic.gov.

www.dia.mil

Article Submission Deadlines

June/July 2011 issue — May 9, 2011
Year in the Life 2011 — July 1, 2011

april/may 2011

HEADLINES

DIA Embraces Green Construction 2
By Danielle R. Downing, DA

Thinking about the Unthinkable 3
By CDR Youssef H. Aboul-Enein, DI

Do Verbal Pauses Give You Pause? 4
By David E. Frick, AE

Career Advancement Through Education 5
By Rebecca L. Frerichs and Stephen R. Di Rienzo, MC

Mandatory Declassification Review Requests: FOIAs in Disguise 6
By the FOIA Office and the Declassification Services branch, DA

Education: The Force Multiplier 7
Dr. Stephen R. Di Rienzo and Wayne R. Hugar, MC

NDU Provides Educational Opportunities to DIA 8
By Eric Hammersen, DIA Executive Representative to NDU and DIA Chair at the National College

Detachment of the Month: Force Protection Detachment Thailand 10
By William Micik, DX

EXECUTIVE VISION

Interview with Kristi Waschull, Deputy Director for Human Capital 12
By the Communiqué Staff, CP

BUILDING a Better Future

Innovations in Learning Beyond the Classroom 16
By Russ J. Spaulding and Megan A. Elliott, HC

What's in a Name? Understanding the Foreign Language Transliteration Problem 17
By Nicholas A. Bemish, HC, and Brian Roberson, Basis Technology

IED Battle Drill: Are you Tough Enough? 19
By William D. McConnell, DJ

ODNI Analysis 101 Program Hits 3,000th Student Mark 20
By Dr. Robert E. Morris, HC

Advancing Language Learning Through the Use of SCOLA 21
By Nicholas A. Bemish, HC, and Dave Decker and Ric Marchio, SCOLA

Solutions Architecture Branch Aligns Job Competencies, Enhances Career Development 22
By the Global Workforce Development Division, HC

Joint Military Attaché School Expands Cybersecurity Training 24
By CDR David A. Renberg, HC

British Intelligence Educators Share Best Practices with JMITC's Asymmetric Warfare Branch 25
By Charles T. Mitchell, HC

Embedding a Mentoring Culture at DIA 26
Dr. Theodora J. Fitzsimmons, HC

DIA's 50th ANNIVERSARY

DIA in the 1990s: New Missions, New Adversaries 27
By Mark Madigan, IE

PROFILES

Mike Redding, JIOCEUR 30

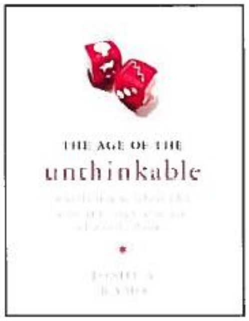
SITES of DIA 31

PHOTO OP 32

31

19
FASTCOMPANY

20



3

DIA Embraces GREEN Construction

By Danielle R. Downing, DA

The Joint Use Intelligence Analysis Facility is the first DIA building to become LEED certified and reflects the agency's growing concern with its footprint on the environment.

Through federal mandates and new executive orders, DIA has begun to embrace greening initiatives which in turn is leading to new green-friendly facilities. In response to future DIA needs, buildings are beginning to be designed, constructed and maintained with the environmental footprint of DIA as a significant interest. One of DIA's newest facilities, the Joint Use Intelligence Analysis Facility (JUIAF) in Charlottesville, Va., is the first of DIA's facilities to reflect the growing concern DIA has for the environmental impact we are making as an agency. Through new greening initiatives incorporated in the design and construction of the JUIAF, this is the first of what could be many facilities that is certified "green."

Developed by the U.S. Greening Building Council (USGBC), a third-party verifier through the independent Green Building Certification Institute, the JUIAF was certified as a Leadership in Energy and Environmental Design (LEED) Silver green building.

According to the USGBC, "LEED certification provides building owners and operators a concise framework for identifying and implementing practical and measurable green building design, construction, operations and maintenance solutions." The certification becomes a framework for every aspect of a new facility, including design, construction and maintenance after the building is complete. Through a network of independent international, certifying bodies provided by the Green Building Certification Institute, these bodies verify the "consistency, capacity and integrity" during and after construction of the facility to ensure certification requirements are met.

The JUIAF received the Silver-level certification for greening initiatives included in the design, construction and maintenance of the new facility. These greening initiatives included:

- 34 preferred parking spots installed for low emitting and fuel efficient vehicles

WHAT IT TAKES TO BE LEED CERTIFIED

The LEED certification levels are Platinum, Gold, Silver and "Certified." Certifications are based on a 100-point scale, with 10 "bonus points" available. The points are broken down based on regional-specific environmental issues and fall into five categories:

SUSTAINABLE SITES

(21 possible points) Promote responsible, innovative, practical site designs sensitive to plants, wildlife, water and air quality. Impact of development on land consumption, ecosystems, natural resources and energy use.

WATER EFFICIENCY

(11 possible points) Encourage the use of strategies and technologies that amount of potable water consumed.

ENERGY AND ATMOSPHERE

(37 possible points) Promote three kinds of activities: tracking building energy performance, managing refrigerants to eliminate Chlorofluorocarbons and using renewable energy.

MATERIALS AND RESOURCES

(14 possible points) Foundation for effective materials, selection and waste management strategies.

INDOOR ENVIRONMENTAL QUALITY

(17 possible points) Enhance indoor environment and optimize interior spaces.

BONUS POINTS:

INNOVATION IN DESIGN

(6 possible points) Recognizes projects for innovative building features and sustainability building practices and strategies.

REGIONAL PRIORITY

(4 possible points) USGBC's regional councils, chapters and affiliates have identified the environmental concerns that are locally most important for every region of the country.

- 22.94 percent of the total building materials content, by value, were manufactured using recycled materials
- Green materials were used in the flooring, paint and wood
- Installation of quantity light controls for individual workstations
- Improved thermal performance of the roof
- Efficient heating and cooling system
- Dedicated collection and storage areas for recycled materials and
- Implementation of a storm water management plant to prevent erosion of stream channels

With the JUIAF earning certification for the greening design and construction, future plans are in place to proceed with similar greening initiatives and goals for the DIA facility under construction in Reston, Va. The plans for this facility are mirroring the environmentally friendly JUIAF with the possibility of including things like parking for hybrid vehicles, efficient cooling and heating systems, use of recycled materials in construction, and dedicated areas for recycling materials. Outside of DIA efforts, environmental improvements are already taking place in the Reston community. There are plans to extend the Washington, D.C., Metro system to Dulles Town Center, making the use of public transportation to the Reston more feasible for DIA employees. DIA is placing a large importance on greening efforts at the new facility in hopes that it, too, will earn high regards for its greening efforts and follow with LEED certification like the JUIAF.

As DIA expands its global footprint, the agency remains conscious of the environmental footprint it leaves behind. It is our mission to not only protect the warfighter, but protect the environment as well.

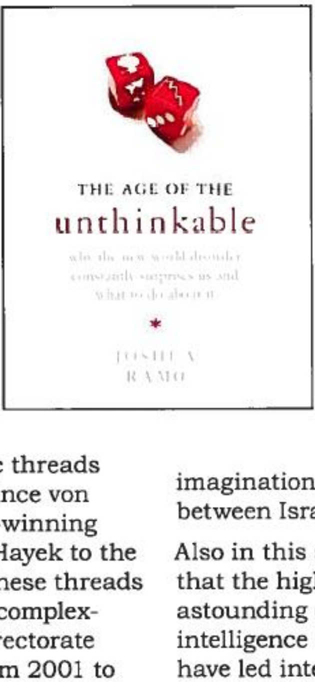
Thinking About the UNTHINKABLE

By CDR Youssef H. Aboul-Enein, DI

Examining the way we think can dramatically affect analysis.

Maintaining America's strategic advantage requires deep thinking about numerous complexities in an interrelated world, and posing questions that may make us uncomfortable. In that tradition, Joshua Cooper Ramo has written "The Age of the Unthinkable" for those who want to sharpen their analytic thinking. Ramo is manager of Kissinger Associates, one of the world's most successful geostrategic consulting firms. In his book, Ramo ties together various disciplines to propose new ways to think about national security, addressing mental traps, such as too much focus on direct threats, and tools that cause us to think we understand more than we actually do.

Ramo proposes a new way of thinking he calls "deep security," which is a way of seeing, thinking and acting that accepts growing complexity and unlimited newness as givens in the world. The book begins with that premise and then allows the reader to think of what events could precipitate changes in that paradigm and, further, the challenges and opportunities these shifts would provide. Ramo gets to the root of his thesis through the Socratic method, questioning assumptions to add clarity, but never entirely reaching a perfect solution.



"The Age of the Unthinkable" has analytic threads ranging from Austrian Prince von Metternich to Nobel Prize-winning economist Frederich von Hayek to the creator of Nintendo, and these threads allow readers to embrace complexity. Israel's head of the Directorate of Military Intelligence from 2001 to 2006, Maj. Gen. Aharon Farkash has a fascinating section of the book. In this section, Farkash points to Syrian leader Bashar Asad and the top three threats facing his country, which are internal: minority Alawi tribesmen control over the majority Sunnis, economic vulnerability, and maintaining hegemony over Lebanon. While he points out that these top three threats do not directly involve Israel, Farkash bets that a balance of all three and the injection of problems beyond our imagination will cause a direct clash between Israel and Syria.

Also in this section, Farkash argues that the high technology of many astounding complex systems, signals intelligence and satellite collection have led intelligence analysts to think they understand more than they actually do. Farkash posits that these technologies are tools, not answers.

Finally, the chapter entitled "Management Secrets of Hizb'allah" highlights the group's ability to be more resilient as Israel conducts direct attacks. Ramo advocates targeting the various aspects around Hizb'allah that make it resilient, which would add a cacophony of pressures to marginalize the group. Instead of focusing on Osama bin Laden, Ramo also suggests turning attention to what gives meaning, life and influence to bin Laden.

There are no easy or quick solutions in Ramo's book, but it does compel its readers to think the unthinkable and derive clarity in our own minds of what strategically challenges the United States. This new book is highly recommended for those interested in the process of cognition, thinking about complexity and intelligence analysis.

Editor's note: CDR Youssef Aboul-Enein is author of "Militant Islamist Ideology: Understanding the Global Threat," which will be published this summer by Naval Institute Press. He is a subject matter expert on militant Islamist ideology in JITF-CT, as well as an adjunct military professor and Islamic studies chair at the Industrial College of the Armed Forces.

Do Verbal Pauses Give You PAUSE?

By David E. Frick, AE

The former president of DIALoguers, DIA's Toastmasters club, explains how to overcome verbal, um, pauses.

In the 2008 campaign season, a front-running candidate for the U.S. Senate was extensively criticized for avoiding media questions. The candidate agreed to a televised interview. This decision was a game changer.

The candidate's performance was, to be kind, subpar. Over a span of only five minutes, responses were littered with at least 65 verbal pauses — those annoying "ums," "ahs," "uhs" and "you knows" that creep into your speech when your brain and tongue are operating at two different speeds. The candidate received near universal condemnation for this poor performance. Two weeks later, the candidate dropped out.

"So how do you learn to overcome the bad habits you have developed in a lifetime of casual conversation? Awareness and practice!"

In casual conversations, people learn to inject verbal pauses as a defense mechanism — they do not want the listener to jump into and take over the conversation. A verbal pause signals, "I am not finished speaking, so back off!" In formal conversations, verbal pauses, especially when they are excessive, signal something entirely different. Rightly or wrongly, listeners interpret verbal pauses as indicators of insincerity, incompetence or ignorance.

Furthermore, verbal pauses are usually unnecessary in formal conversations. Even when your brain is way behind your tongue, you need not panic. Research at the University of Wisconsin has suggested that listeners are able to tolerate up to four seconds of silence in a formal conversation. The level of tolerance varies from person to person, but there is a universal preference to silence over verbal pauses.

So how do you learn to overcome the bad habits you have developed in a lifetime of casual conversation? Awareness and practice! How do you achieve this awareness and practice? Fortunately, I have an answer for you: DIA's own Toastmasters clubs.

You start becoming aware of your own verbal pauses by listening for them in the conversations, both formal and informal, of others. Watch your local news or any unscripted talk show and you will be amazed at the wide range of speaking ability. You will find that Jay Leno, for example, will have virtually no verbal pauses creep into his speech. His guests, on the other hand, are typically not so skilled.

Other places to explore this phenomenon are at your DIA-sponsored Toastmasters clubs, DIALoguers in the Washington, D.C., area and Confidentially Speaking at the Missile and Space Intelligence Center (MSIC) in Huntsville, Ala. Reducing and eliminating verbal pauses is one of the communication skills that the clubs teach and does so in a friendly, low-pressure environment. Better yet, attendance at club meetings as a member or visitor is sanctioned by the agency as duty time for DIA employees. Best of all, if you eventually choose to formally join the club, the agency will pay your international dues — the dues that go to Toastmasters International.

You cannot correct a problem unless you know that you have one. Your local Toastmasters club is here to help you achieve enlightenment and improve through practice. Stay tuned for announcements for the next meeting.

CAMPUS BEAT

Career Advancement Through EDUCATION

By Rebecca L. Frerichs and Stephen R. Di Rienzo, MC

Training vs. education: What's the difference and which is better for this stage in your career?

The National Defense Intelligence College (NDIC), soon to be redesignated as the National Intelligence University (NIU), is chartered to provide intelligence education to members of the intelligence community (IC). Its programs are focused on national security challenges, including the more traditional intelligence goal of understanding adversarial capabilities and intentions, along with broader intelligence challenges, such as sociocultural trends and conflicts, failed and failing states, terrorism, weapons proliferation, and the rise of nonstate actors. However, education is not merely a force multiplier; it is also a vehicle for career advancement by encouraging intellectual development beyond the static environment that training is geared toward.

The IC has made ongoing training and education a priority, as outlined by the vision and mission statement posted by the Office of the Director of National Intelligence. But what are the differences between training and education, and how can members of the IC identify which is more appropriate for their individual career goals? Blindly signing up for training or taking random courses with the hope that the eventual list of activities will guarantee career advancement is no more valuable than flipping a coin. Instead, understanding the difference between the two and when one is more appropriate than the other can lead to career success.

One way of understanding the difference is by thinking of specialization versus generalization. A specialist develops deep knowledge about a topic or area with limited scope that may not have broader application. A generalist, in contrast, develops broad, conceptual knowledge that can be applied to a specific topic or area. Members of the IC require both at different stages of their career. Specialization is appropriate as one is learning or solidifying skills for success in their current environment, while generalization is appropriate when looking to advance.

Yet the rapid pace of globalization coupled with the rise of nonstate actors and other nontraditional adversaries means an ever-changing environment. One needs to look no further than the current breadth and depth of uprisings in the Middle East to witness how quickly an environment may change. The ability to quickly adapt to an evolving environment is the hallmark of what educational programs can offer. In fact, education, through its emphasis on generalization, serves as the most effective means to engage members of the IC in adaptive critical thinking that few, if any, other forums can replicate or even simulate.

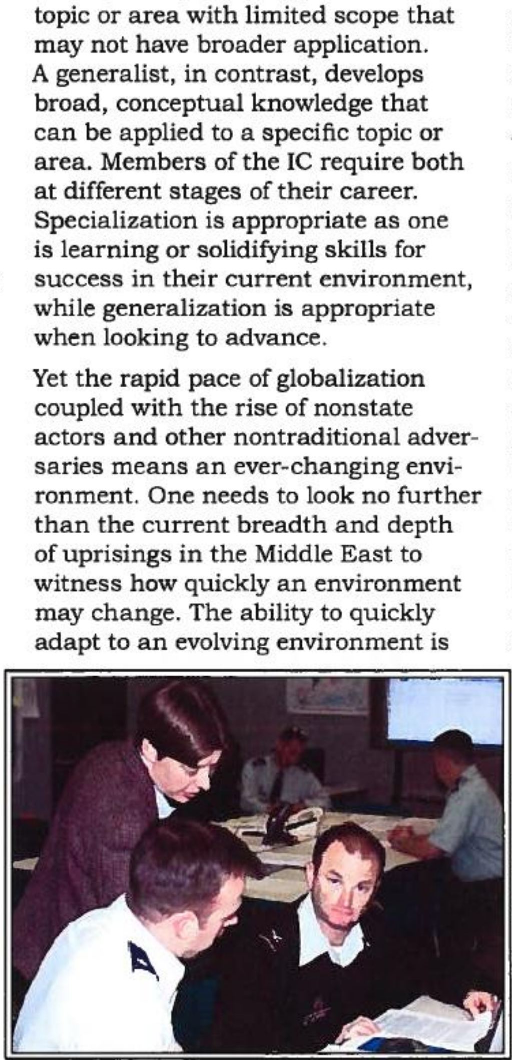


Photo Courtesy of Rich T. Owens, MC

Developing adaptable critical thinking abilities is a key component of education.

This is not to confuse the very important strengths of both training and education and why they are necessary for the IC to carry out its mission. But while training is emphasized and reinforced, education is often placed within the larger framework of training. This is a mistake. While both are committed to protecting the integrity of collaboration, little attention is placed on how training and education themselves work collaboratively. A specialist adds little to the IC's understanding of an evolving threat or environment when their understanding is based solely on that static threat or environment. Likewise, a generalist often misses the uniqueness of a specific case by becoming too focused on applying a concept as understood. Developing IC members who are able to work within their specialties while simultaneously drawing on broader concepts in order to adapt and adjust to the current and future environment represents the pinnacle of successful collaboration between training and education.

Conceptualizing the complex task involved in managing the IC enterprise is less likely to be productive in the hands of educational

practitioners who are focused on what training told them to do. Instead, required are the fluidly instinctive capabilities of Socratic modelers, who are able to assess their training and understand when to move beyond it. In this sense, education is the primary vehicle for career success.

To create an environment that institutionalizes success, the IC must first come to terms with the value of intelligence education and have direct buy-in from agency directors. To do this requires a firm understanding of what intelligence education is and what it can do, as opposed to overemphasizing training. Only in this manner can the IC justifiably assess at what point more training or more education is better suited to gauge the threats that confront the U.S. today and make strategic suggestions for the future.

Mandatory Declassification Review Requests: FOIAs in DISGUISE

By the FOIA Office and the Declassification Services branch, DA

Declassification is a natural stage in the life cycle of intelligence.

The public may request the federal government release classified documents. When this request is made of DIA, a mandatory declassification review (MDR) is conducted to determine if the release is appropriate. Like a Freedom of Information Act (FOIA) action, the request is centrally managed at DIA by the FOIA and Declassification Services branch, but final action is ultimately based on the input received from DIA's subject matter experts (SMEs). The agency receives hundreds of MDR requests annually; collaboration and input from SMEs across the agency is necessary to accurately respond in a timely manner. Without the insight of these experts, prudent determinations for release of information to the public could not be made.

While FOIA is mandated by federal law, MDRs are directed by executive order. Under this order, members of the public can request the release of classified documents, and the release of these documents can be granted if they can be declassified. If the requested documents cannot be declassified, they are not released.

Extensive due diligence is required in order to determine if they can be declassified, sometimes requiring the review of several hundred pages of material. The SMEs best positioned to make a declassification determination are usually the analysts themselves. This seemingly increased workload on the very analysts who created the original document can appear to novice analysts as burdensome. More experienced analysts, however, understand declassification is a normal stage within the life cycle of intelligence, and these efforts support the transparency in government initiatives legislated by Congress and mandated by the executive branch.

The FOIA and Declassification Services branch helps reduce the workload. Since the public can only request information through one channel (either a FOIA request or an MDR request), the FOIA and Declassification Services branch limits specific requestors to only one of these channels. When similar requests come from different sources, the requests are consolidated into a single action item. Finally, previous responses on specific MDR topics are provided to the SME, allowing them to review previous work on the same subject and to enhance continuity of our responses.

So, how does the public become aware of classified documents? Common ways include the publication of classified report titles in footnotes or bibliographies, agency documents or congressional reports. Additionally, government employees request declassification of specific classified reports after departing federal service. For example, the agency has received several MDR requests from Donald Rumsfeld, the former secretary of defense.

Responding to MDRs is a central component of our management of intelligence information and requires assistance from across the agency. Through your continuing effort to respond to requests quickly and efficiently, we can continue to respond to public information requests in a timely and prudent manner. We appreciate your efforts, and let us know what we can do to support you better.

Education: The FORCE MULTIPLIER

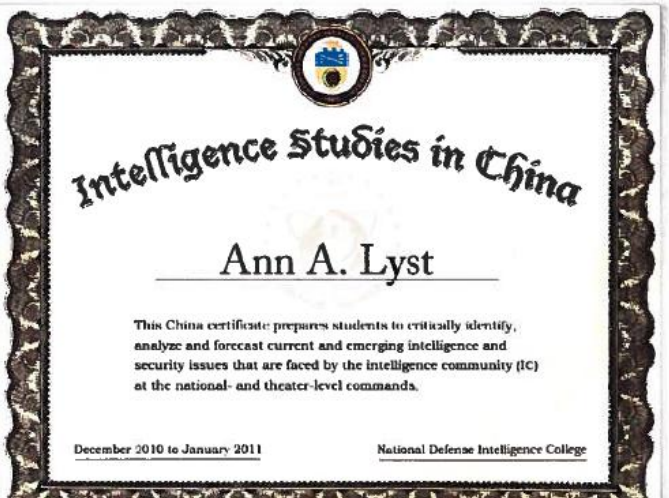
Dr. Stephen R. Di Rienzo and Wayne R. Hugar, MC

The National Defense Intelligence College is reaching out across the world to bring education opportunities to those serving at the combatant commands.

During a four-week period from December 2010 to January 2011, National Defense Intelligence College (NDIC) faculty delivered four courses that make up the new graduate-level Certificate of Intelligence Studies in China: Intelligence Concerns to a cohort of 20 military and civilian students assigned to U.S. Pacific Command (PACOM) intelligence organizations in Pearl Harbor, Hawaii. The class was held in the PACOM Joint Intelligence Operations Center (JIOC), and this iteration of the certificate was administered and taught under the auspices of the college's continuing education program. Upon completion, each student received 12 graduate credits, and a graduation ceremony was held to recognize student achievement. The graduation ceremony was attended by Dr. David Ellison, NDIC president; RADM Elizabeth Train, PACOM director of intelligence; and CAPT Bruce Loveless, PACOM JIOC commanding officer.

The China certificate prepares students to critically identify, analyze and forecast current and emerging intelligence and security issues that are faced by the intelligence community (IC) at the national- and theater-level commands. It addresses priority intelligence warning, analysis and collection challenges for China — including internal stability and governance, grand strategy and foreign policy, military modernization and campaign strategies, and Chinese intelligence and information operations issues. Students also examine key military, economic and political issues impacting relations between China, Taiwan and the U.S., as well as future intelligence and security challenges posed by China's evolving military capabilities and modernization within the greater Asian regional security environment.

The successful completion of this certificate is the first such NDIC initiative for a U.S. combatant command. However, other similar initiatives are in development to meet the educational needs of PACOM, as well as other combatant commands, such as the stand-up of NDIC's first international campus, the European Academic Center (EAC).



Intelligence Studies in China

Ann A. Lyst

This China certificate prepares students to critically identify, analyze and forecast current and emerging intelligence and security issues that are faced by the intelligence community (IC) at the national- and theater-level commands.

December 2010 to January 2011

National Defense Intelligence College

Located in the United Kingdom's idyllic Cambridgeshire countryside and building on its proud history of service to the IC and Department of Defense (DOD), the EAC will serve as the nation's premier international institution for intelligence education and research outside the continental United States.

By carefully balancing requirements, the EAC will continue to emphasize a culture that provides relevant, accessible and continuous education that is standardized, yet innovative. While maintaining a centralized tie to intelligence agencies and military departments in the United States, the international branch of NDIC will also symbiotically engage with its environment to connect with expertise from other local educational institutions, namely Oxford and Cambridge universities, and reach into London's various academia, think tanks and government offices.

Like the main campus in Washington, D.C., the EAC embraces education models that include traditional classroom instruction, web-based technologies and video teleconferencing. Both branches of the college will continue to serve as a forward-education unit and internal U.S. government think tank capable of deploying its expertise wherever and whenever necessary to support solutions to the challenges facing the nation.

Together, the China certificate and the EAC provide quality products that support DOD and the IC. By refusing to stay physically bound to one location, NDIC proves that education serves as a force multiplier that can flexibly address the interdisciplinary and broad nature of the current security environment. This proactive approach to customer requirements makes NDIC a vivacious analytical asset that provides relevant, accessible and continual education opportunities impacting both tactical engagement and strategic oversight. Whether it is through certificate offerings or degrees outside the Beltway, NDIC is here not only to respond to community requirements, but to provide a foundation to better address analytical necessities.

NDU Provides Educational OPPORTUNITIES to DIA

By Eric Hammersen, DIA Executive Representative to NDU and DIA Chair at the National War College

This is the third in a series of articles highlighting education opportunities for DIA employees through the National Defense University. This article features the Joint Forces Staff College, the Information Resources Management College and the College of International Security Affairs.

The Joint Forces Staff College (JFSC) located in Norfolk, Va., became part of NDU in 1981. First established in 1946 as the Armed Forces Staff College, it evolved from a permanent change of station, intermediate-level Joint Professional Military Education (JPME) school to a temporary duty institution in 1990 and was renamed JFSC in 2000.

JFSC educates and acculturates joint and multinational warfighters to plan and lead at the operational level by providing the tools for students to operate in a joint environment.

The JFSC commandant is a two-star general or flag officer. The faculty includes active-duty military officers from all services, tenured Title 10 civilian professors and individuals assigned from across the government, including DIA.

JFSC educates nearly 1,300 resident students per year, including an average of 60 international officers, and distance learning programs and mobile training teams reach another 2,200 individuals around the world. JFSC is composed of four schools, each with different student populations and purposes: the Joint and Combined Warfighting School (JCWS), the Joint Advanced Warfighting School (JAWS), the Joint Continuing and Distance Education School (JCDES), and the Joint Command, Control and Information Operations School (JC2IOS). DIA has allocations for student seats at JCWS and JAWS.

JCWS is a 10-week, in-residence program that trains graduates in creative and effective planning at the operational level for joint and combined military forces, and focuses on the ability of U.S. government, non-governmental and international organizations to ensure the success of combatant and joint task force commanders. Graduates obtain JPME credit.

JAWS is a rigorous 11-month, in-residence program that develops world-class campaign planners for assignments at combatant commands and on the Joint Staff. JAWS graduates earn a Master of Science in Joint Campaign Planning and Strategy and currently receive JPME I or II credit depending on whether they are attending as intermediate or senior-level students. Beginning with the academic year 2010-2011 students, JAWS is now designated solely as a senior-level program.

JFSC also offers two, one-week long courses at JFSC or through mobile training teams — the Homeland Security Planners Course and the Joint, Interagency and Multinational Planners Course — to enhance operational planning skills. DIA sends students to both courses and occasionally arranges for the classes at the DIAC via the mobile training teams.

JCDES delivers JPME training to reserve component officers through the 40-week Advanced JMPE blended program, composed of 37 weeks of advanced distributed learning through online studies and three weeks in residence, and senior enlisted members through the 40-hour, self-paced, online Senior Enlisted JPME course.

JC2IOS offers the Command, Control, Communications, Computers and Intelligence (C4I) course sponsored by the Joint Staff and J6, together with the Joint Information Operations Planning Course and Joint Informations Operations Support Course sponsored by the Joint Staff and J3.

The College of International Security Affairs (CISA)

The College of International Security Affairs (CISA) became NDU's fourth degree-granting institution in 2007 and its fifth college in 2008. CISA is NDU's focal point for interagency and international security education, promoting a common understanding among agencies, nations and military services. Located in Lincoln Hall on Fort McNair, CISA's mission is to provide selected military officers, interagency civilians and international students with a common knowledge of national and multinational strategic challenges across multiple threat environments.

Qualified students enrolled in the 10-month, full-time program from U.S. government departments, agencies and congressional staffs and military and civilian representatives of the international community in the Washington, D.C., area earn a Master of Arts in Strategic Security Studies. The curriculum offers a strategic perspective on the global threat environment; the rise of newly empowered and politicized ideological movements; the relationship between political objectives, strategy and all instruments of national power; and the

roles of power and ideology. Through seminar participation, independent study and the research and writing of a thesis, students develop strategies for working with other agencies and with members of the international coalition. Through a combination of theoretical and practical learning, the program prepares professionals to develop and implement national and international security strategies for conditions of peace, crisis and war.

Four areas of concentration are currently available: counterterrorism, conflict management of stability operations, homeland defense and international security studies. Students take core courses and electives in addition to their area of concentration. The master's degree can be tailored to meet the needs of the student and the parent agency. Seminars, which rely on deliberative interaction among diverse interagency and international participants, are offered at convenient times throughout the day and evening, year-round.

CISA is also home to NDU's International Counterterrorism Fellowship (ICTF) program. The ICTF program is the flagship of the Department of Defense's Regional Defense Combating Terrorism Fellowship program. Each year CISA receives more than 30 counterterrorism specialists from its coalition partner countries.

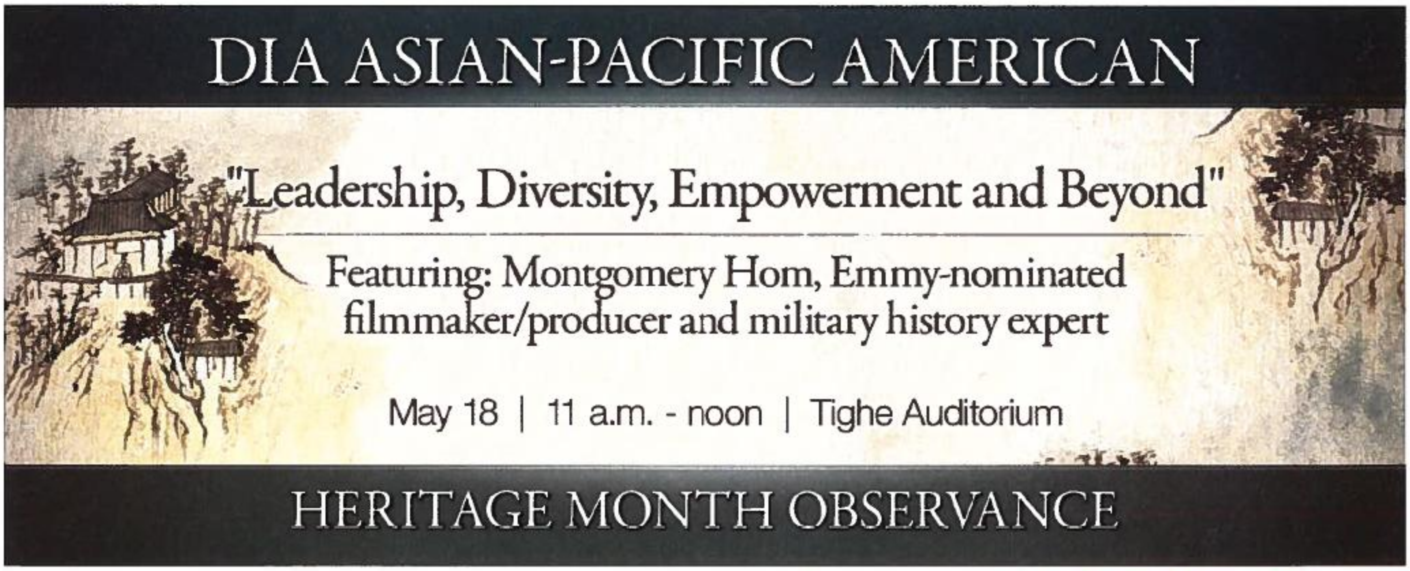
The Information Resources Management College (IRMC)

The Information Resources Management College (IRMC) is one of the newest components of NDU. Located in Lincoln Hall on Fort McNair, IRMC prepares leaders to direct the information component of national power by leveraging information and information technology for strategic advantage.

The college enrolls more than 3,500 military and civilian students annually. Graduates can earn nine to 15 credits toward graduate programs at 25 partner universities. Among the certificates offered by IRMC are:

- **The Chief Information Officer Certification program,** aligned with the Clinger-Cohen Act of 1996, provides leaders with the necessary expertise to leverage information in their organizations. The CIO Certificate is awarded upon completion of eight intensive courses (offered both in-residence and through distributed education) or the 14-week Advanced Management Program.
- **An Enterprise Architecture (EA) Certification program,** which provides the skills to leverage enterprise architecture policy, methodology and models to achieve streamlined processes and net-centric operations. The EA Certificate is awarded upon completion of a seven-course program.
- **An Information Technology Project Management Certificate program** of six courses that prepare graduates to lead complex IT and software projects by applying advanced program management concepts.
- **Three Information Assurance Certificate programs,** including a Chief Information Security Officer Certificate.
- **A Chief Financial Officer Certificate program** for the government financial management community, including personnel who work in accounting and finance, budget formulation and execution, cost analysis, auditing and resource management. The program focuses on current and future challenges and opportunities facing government, best practices, strategies of financial management and the changing role of CFOs as organizational leaders of 21st century government.

The college is in the process of gaining accreditation for its own master's degree program. Though the IRMC contributes to the JPME at NDU, graduates of IRMC do not currently qualify for JPME certification. DIA civilians may sign up for either resident or distributed education courses offered by IRMC without applying through the Training and Education Committee.



DIA ASIAN-PACIFIC AMERICAN

"Leadership, Diversity, Empowerment and Beyond"

Featuring: Montgomery Hom, Emmy-nominated filmmaker/producer and military history expert

May 18 | 11 a.m. - noon | Tighe Auditorium

HERITAGE MONTH OBSERVANCE

Detachment of the Month

Force Protection Detachment THAILAND

By William Micik, DX

Country Highlights

This issue's post spotlight falls on the Force Protection Detachment (FPD) attached to the U.S. diplomatic mission in Thailand. The FPD opened March 15, 2004, and is located at the U.S. Embassy in the capital city of Bangkok, a celebrated and legendary city whose current population is about 10 million people.

Thailand, known throughout the world as the Kingdom of Elephants, has a traditional founding date of 1238. A unified Thai kingdom has existed since the mid-14th century, but the actual name Thailand only dates back to 1939, when the country officially became known as the Kingdom of Thailand. For hundreds of years prior, the nation had been known as Siam.

The United States and Thailand have enjoyed close relations since the World War II-era. This bilateral warmth has been reflected in several key treaties and by both countries' participation in multilateral activities and agreements at the behest of the United Nations.

The people of Thailand are warm, friendly and extraordinarily hospitable. The Kingdom of Elephants is brimming with historic attractions, and as such, an abundance of international tourists flock to the country year-round.

BRUMA
LAOS
South China Sea
THAILAND
BANGKOK
Andaman Sea
CAMBODIA
VIETNAM
Gulf of Thailand
MALAYSIA

Thailand's cool season runs from November to February, making it perhaps the best time of the year to visit. Its hot season spans March to June and is known for punishing heat and humidity. Once the hot stretches end, the rainy season kicks in, starting in July and lasting through October. Thailand's rainy season is dominated by the southwest monsoon, during which time rainfall in most of Thailand is at its heaviest, though the southern sectors of the country seem to get the worst of this weather pattern every year.

FPD Thailand advises that there are no known regular threats to Department of Defense (DOD) personnel, but visitors are advised to be wary of a variety of street crimes, with petty theft being the most common. Americans, however, are not specifically targeted by street criminals.

Most Thais are opposed to political extremism, but weapons and explosives are readily available in the country. Pockets of Muslim extremism can be found in southern Thailand, where bombings can be almost a daily occurrence. Muslim extremists are quite active in the provinces of Yala, Pattani and Narathiwas, and in the four districts of Song-kla.

Detachment Highlights

The Bangkok FPD office is somewhat facetiously identified by its nickname, "YAK." The yak is also the representative symbol for the unit, since ancient Thai legends say the yak represents strong and anxious guards who will protect all from evil, dark figures and malicious spirits.

This FPD unit, like its 40 counterparts around the world, has the important mission of identifying a variety of threats to transient U.S. personnel and resources, and then reporting on and mitigating those threats.

Photo Courtesy of FPD Thailand

From left to right: AFOSI Agent Charles Miles, NCIS Agent Doug Robinson, Office Manager Lourdes Romero, and Special Agent-in-Charge Greg Miller.

Bangkok-based FPD members are constantly on guard to pinpoint and assess potential threats and vulnerabilities on behalf of DOD personnel who travel through Thailand on their way to and from strategic points across Asia and the Pacific Rim. Detachment members ensure the safety of service members, seagoing vessels, aircraft, stationary U.S. facilities in-country, and U.S. military and government property.

During 2009 FPD Thailand provided counterintelligence and force protection support to 46 ship visits and 358 DOD aircraft landings, with a total of 48,667 transient personnel. Calendar year 2010 was almost equally busy, with FPD support provided to 43 ship visits and 450 DOD aircraft landings, for a total of 44,183 transient personnel.

It's always a major event for the host nation and for an FPD when a U.S nuclear aircraft carrier makes a port call. The October 2010 visit of the nuclear super carrier USS George Washington to Pattaya, Thailand was a monumental event for the country and for the FPD with the ship's crew of 3,200 and air wing personnel totaling 2,480. Detachment members leveraged their network of law enforcement and security contacts in the Pattaya area to provide timely security advice, assessments and briefings to the George Washington's staff and crew, and to make completely certain that the carrier's visit was safe and incident-free.

Host government agencies are joined at the hip with this FPD, and the special relationship between the governments of Thailand and the United States has created ample opportunities for a large number of military-to-military engagements each year. Over the years, FPD Thailand has been involved in coordinating the improvement of local government processes for securing and handling bomb scenes and investigations that may need to be launched following any such violent incidents.

FPD Thailand is currently staffed with experienced counterintelligence agents from the Army, Navy and Air Force, and each staff member provides full counterintelligence support as they conduct their daily duties in Thailand.

The office is headed by Army Special Agent Gregory Miller. A former Marine and fluent Thai linguist, Miller is able to draw from his seven years of experience as a Naval Criminal Investigative Service (NCIS) analyst and his four years in Army intelligence. Douglas Robinson brings eight years of NCIS experience to FPD Thailand, plus an additional six years as a South Carolina police officer and six years of service in the Army National Guard. The team is rounded out by Charles Miles, who has 10 years of Air Force Office of Special Investigations (AFOSI) experience. The entire office is kept unfailingly efficient by the efforts of office administrator Lourdes Romero, who handles quality control, manages agents' calendars and deconflicts all FPD activity to ensure office personnel are aware of daily requirements and activities.

If you find yourself scheduled to conduct DOD activity in Thailand as a member of an exercise, such as MEDRETE, be sure to contact the FPD before and upon your arrival to obtain the most recent threat information affecting DOD elements.

Traveling to Thailand? Contact FPD.

Greg Miller, Agent-in-Charge
millergs@state.gov

Doug Robinson, NCIS
dorobins@ncis.navy.mil

Charles Miles, AFOSI
milesCE@state.gov

FPD Thailand Nets a Fugitive

Force protection detachments are occasionally requested to conduct leads on Defense Department investigative cases because they benefit the most from day-to-day contact with host government law enforcement agencies. FPD Thailand was called in to work the case of the Air Force Office of Special Investigation's number one most wanted subject, who was suspected in the 1994 murder of his eight-month-pregnant wife at Travis Air Force Base, Calif. The suspect had eluded capture for some time and was believed to be hiding out in Thailand.

As a result of media blitz and press availability conducted by the staff of the embassy in Bangkok, a woman in northern Thailand reported that an individual meeting the suspect's description was employed as a painter in her town. Subsequent investigation and a series of interviews by the Royal Thai Police resulted in the suspect's eventual detention, questioning and identification. The suspect, TSgt Saner Wonggoun, was taken into custody Nov. 2, 2006, after running and hiding for about 12 years. Wonggoun was later transported to the U.S. for trial.

FPD Thailand was highly commended for its excellent efforts to help resolve this situation and bring a fugitive to justice.

Interview with Kristi Waschull, Deputy Director for Human Capital

By the Communiqué Staff, CP

Photo by Jennifer M. Redding, CP

Kristi Waschull, deputy director for Human Capital

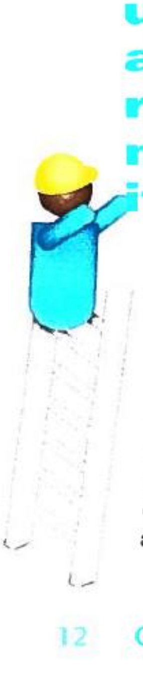
The Communiqué staff sat down with Kristi Waschull, the deputy director for Human Capital (HC), to talk about talent management, leadership development, the work force of the future and the Defense Civilian Intelligence Personnel System (DCIPS) transition.

Waschull was appointed the deputy director for HC in April 2010. Previously she served as the director of the Human Capital Management Office in the Office of the Under Secretary of Defense for Intelligence (OUSD(I)). During her federal career, Waschull has held various leadership positions in mission services, human resources, financial management and strategic planning before being selected by DIA for the Defense Intelligence Senior Executive Service in February 2005.

COMMUNIQUÉ: *In his recent interview with the Communiqué, DIA Deputy Director David Shedd talked about building the work force of the future and strategic work force planning. LTG Burgess also spoke about it in his March town hall. How do you see the generational demographics changing at the agency and how will it impact our future?*

MS. WASCHULL: We have four generations working at DIA, and it's been that way for quite a while now. As we shape the work force of the future, we will need to ensure that we are embracing the full skills and abilities from each those four generations. I think this is a unique opportunity to capitalize on a wide set of diverse perspectives and energies that will significantly contribute to our all source analysis mission.

> **"Leadership ... is one of those universal skills that allow an organization to be agile, responsive, and perhaps most importantly, to enable it to deal with change."**



Our current work force is predominately composed of baby boomers and Gen Xers. I don't think that's unique to DIA; it's representative of the larger working population. We have seen the percentage of Gen Yers (also known as millennials — born after 1/1/1980) increase over the past five years. Right now we have 14.2 percent in that category, and we're seeing those percentages increase as more of the millennials enter the work force. I think that's a good thing. We need to ensure that we have a diverse group of entry-level employees coming on board who are fully engaged and developing in their careers.

We also still have representation from the "silent generation" — it's a small percentage of our work force, and it will continue to shrink in the years ahead. We need to take full advantage of the knowledge, experiences and expertise of those who are more senior in their career before they choose to move on to the next stage of their life. However, I don't see us losing our fourth generation construct anytime soon because the next generation, Generation Z, will arrive before the baby boomers retire.

I look at the work force from a very holistic perspective and want to ensure that the human capital system is well integrated, and we don't have an imbalance with our strategies for hiring, training and retaining talent. We also must provide our managers with the right tools to develop and motivate their work force. If the system is working as it should be, today's new entry-level hires will progress into full-performance, then senior, then expert-level professionals and leaders — they are the work force of the future. I have been in conversations with my colleagues to make sure that our actions today are helping us anticipate, shape and develop the needed skills of the future and improve our career management capabilities.

COMMUNIQUÉ: *We've heard about HC taking an active role in driving talent management. Can you share what HC is doing to support directorates in shaping their work force and supporting career development?*

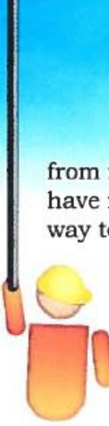
MS. WASCHULL: We've heard in the annual HC survey that career advancement and opportunities are important to our work force. That's understandable — we've brought in a

lot of new and junior talent over the past several years, and a majority of those new employees are new to government and want to understand how they can truly perform and be successful in their current job and in their long-term careers. As a result, we have been working hard to develop the overarching frameworks to define those career paths at the occupational level. The chief of staff recently signed a DIA Career Program Manager (CPM) instruction to operationalize this effort. This is a governing instruction that solidifies the roles, responsibilities and processes to support rich, rewarding, robust and relevant careers for each of the 17 occupations (and more than 78 specialties) we have at DIA. Each one of those occupations has specific competencies, skills or on-the-job experience that define what it takes to be entry-level, full-performance, senior or expert in that field. As part of the agency's career program manager's construct, each of those occupations has a CPM or subject matter champion, be it in human intelligence, collection, analysis or administration. We are working with the directorates and commands to identify these CPMs and then working with those managers to document and develop career learning roadmaps and career path guides that can be used by managers and employees alike to help plan for the next stage of an individual's career.

COMMUNIQUÉ: *What role does leadership development play in DIA achieving its mission?*

MS. WASCHULL: I think leadership is one of the key skill sets that enable mission success. It is one of those universal skills that allow an organization to be agile, responsive, and perhaps most importantly, to enable it to deal with change. Leaders are seen at all levels — we all become leaders the minute we walk in the door — and they set the tone of the culture of the agency.

We hear the director say people are our most important asset, and it is up to all of us to ensure our behavior emulates that. We have invested a lot of time and energy in the agency setting up a leadership training curriculum that spans the work force spectrum, from nonsupervisory employees who have interest in leadership all the way to our senior executive service corps. We have a superb Leadership Academy, and we've instituted development training and experiential opportunities that really stress the individual, team and organizational aspects of leadership. All are critical and play different roles at different parts of an employee's career journey. I'm hopeful that the graduates of all those classes go back to their offices and share what they've learned and contribute to defining our culture within the agency. We look to that leadership to ensure new talent that has come on board is energized and engaged and that they can envision a career at DIA. We look to leaders to help us shape the work force of the future.



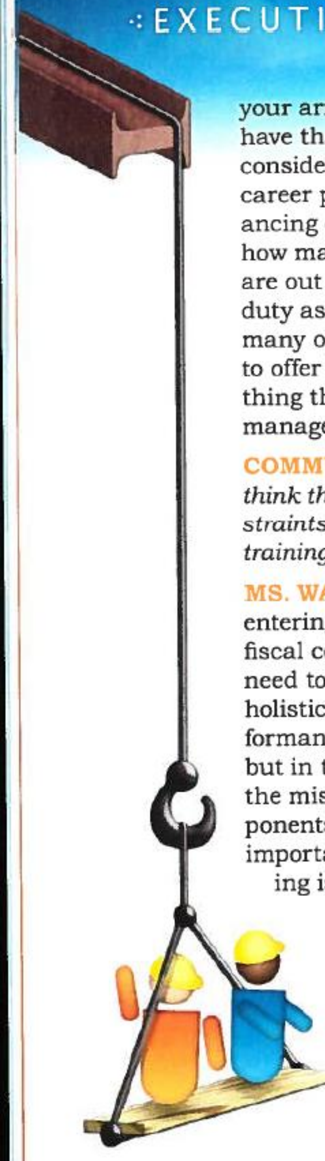
COMMUNIQUÉ: *How does joint duty encourage greater collaboration, and how does it factor into someone's overall career progression?*

MS. WASCHULL: Joint Intelligence Community Duty Assignments (JDA) are an effort across the intelligence community (IC) to improve the efficacy of the IC. It instills collaboration and a broader understanding among our IC professionals of the value and contributions of each of the various IC organizations. This program is approaching its fourth year, and we need to continue to improve upon those opportunities and add rigor and standardization to the JDA program. However, I think it is already having a positive impact by improving trust and integration throughout the IC. You achieve some of that integration simply by experiencing each other's lives and working within their cultures and organization

I recently had my own joint duty experience. I did a year in OUSD(I), and the breadth of understanding that I gained of the larger department's policies, practices, the various equity holders and what it takes to make well-informed decisions — it was a very eye-opening experience for me, and I wouldn't have gained that without my joint duty time. I say with great confidence that anyone taking part in a joint duty assignment walks away with an invaluable experience. It's an opportunity that will improve their ability to better understand a problem set or see a conversation from a different perspective. When there is a need to collaborate on an issue, they have a broader network of individuals to call. You gain a greater environmental or situational awareness and a heightened understanding of how what we do in our day-to-day job fits into the larger picture.

IC policy states that it is a requirement to serve in a joint duty capacity to advance to the senior executive or senior expert level, though that joint duty can be either during your time at DIA or something equivalent prior to

Career Development
ll Performance
Training
Foreign Languag
Entry-level
Competencies



your arrival. Those who do have that aspiration need to consider it as they do their career planning. It's a balancing effort with regard to how many of our work force are out experiencing a joint duty assignment and how many opportunities we have to offer at DIA. That's something that HC is trying to manage across the Agency.

COMMUNIQUÉ: *How do you think the tight budget constraints are going to impact training dollars?*

MS. WASCHULL: We're entering times of significant fiscal constraint, and we need to look at the agency holistically, not only in performance and core mission, but in the value brought to the mission by enabling components. People are our most important asset, and training is a key part of that equation. Ensuring that our personnel are developed to do the task at hand and prepared for the future are key considerations in our budget. Within HC we are always looking at where we can be more efficient and effective. The feedback on our training is critical and built into our processes. E-learning, train-the-trainer and mobile training teams are examples of where we've already pushed efficiencies, but there is always room for continued improvement.

"We realized for many years that we are only successful in the intelligence business if we have a solid understanding of our opponent or enemy."

I'm confident that no matter how much we tighten our belt, our leadership realizes that we're only able to perform our mission and be successful if our people are well-equipped, trained, capable and developed to not only execute their current job, but the future ones as well. Will it change? Possibly, in some shape or form, but that's just a part of normal business practice. I'm optimistic that training will always be a required investment in our people.

COMMUNIQUÉ: *DIA's consolidating language regional expertise and culture into one organization. What effect is this going to have in DIA?*

MS. WASCHULL: We realized for many years that we are only successful in the intelligence business if we have a solid understanding of our opponent or enemy. That knowledge comes with an understanding of not only a foreign language, but also with expertise in the region and culture under our purview.

So, how do we do that? Within DIA, we have invested in foreign language for some time — we incentivize foreign language capability through Foreign Language Proficiency Pay (FLPP) and offer scholarships to improve language skills. We also offer a number of training courses to sustain and enhance those languages critical to our mission.

We have also recognized the need to establish an Afghanistan/Pakistan (AFPAK) regional expertise training capability to support our current theater activities, and that gave us a great model that we can expand to other regions to increase capability within our analytic core. We've taken our investment in language, regional expertise, and culture and combined them into one organization — called the Language, Regional Expertise and Cultural Center (LREC). By doing that, we have a center of gravity and can better assist our intelligence mission owners with whatever their requirements or challenges may be. We can consolidate those resources, approach the problem holistically and gain some efficiency.

We must ask ourselves, once we train and pay someone to maintain that language, how are we using that capability? It's really the end-to-end management of not only solving the skill need, but then tracking the language and regional expertise capability developed and applying that talent to whatever challenge comes our way. We're excited about this program, and we may be able to serve as a very strong pilot for the rest of the IC and defense intelligence community.

COMMUNIQUÉ: *We understand that the Defense Counterintelligence and HUMINT Center (DX) conducted a foreign review last year and organizations came back with requirements. With the foreign language program as a part of the LREC, how has HC postured to help meet those requirements?*

MS. WASCHULL: The director has recognized the emphasis in the community and the department on the value of foreign language and regional expertise. He charged HC to develop a DIA foreign language plan to better capture the requirements now and in the future, and to adjust our human capital system for recruiting, training and retaining those skills. The LREC is a management mechanism that we've instituted to help sufficiently manage this task. By refreshing our demand signal, we went from 81 to about 800 requirements in a variety of languages. It's a multiyear evolution that will help us better understand the needs of the customer, the skill level they need and how we're going to train, develop and nurture those skills throughout the agency. The evolution path will also allow us to fine tune our recruiting efforts. We can target national language flagship universities and go after the critical languages in the areas that we will need in 2015. Chinese, Farsi, Urdu, Arabic — we knew we had requirements there and now we have a more specific target that we can go from. The new program also allows us to better utilize the investment in training that I mentioned, so that we are

sending the right people to the right training. Mission demands and needs are not only in the here and now, they're in the future, and language and regional expertise are a big part of shaping the future work force. It's a multiyear lead time to develop language and a deep regional expertise. There are things we need to do today; there are vacancies, positions, employees we need to recruit and train to ensure that by fiscal year 2015 we are meeting those goals.

This area is high on the agency's priority list. Our partnership with DX and the Directorate for Analysis (DI) is very strong, along with the combatant command joint intelligence operation centers, and I'm confident we are on the right path to meeting these requirements.

COMMUNIQUÉ: *How are we preparing to move our DCIPS civilian employees to a GG grade/step pay ?*

MS. WASCHULL: The Defense Civilian Intelligence Personnel System, or DCIPS, is the statutory authority that grounds our entire civilian human capital frame work and is on everyone's mind yet again as we transition our civilian work force from pay bands to GG grades and steps. At times, people confuse DCIPS as being our compensation structure and performance management processes. DCIPS is much more than that, and as we move to a GG grade/step compensation plan, we need to be aware that DCIPS in the larger sense guides our recruitment policies, our corporate competency framework that defines our occupations and work levels, our processes for recognizing and rewarding employees, and virtually every other part of our human capital process.

We are part of a larger DCIPS community that is managed by OUSD(I). Before we actually start the transition in the fall, they have asked all of the defense intelligence components to demonstrate they're ready. We have conducted three pilots to test the process for how we transition to GG grades and steps — one internally to HC, one with U.S. Transportation Command (TRANSCOM), and a third with the Missile and Space Intelligence Center (MSIC) that was completed in March. So far it's gone very well; we've found that 90 percent of the position descriptions have been accurate. We also found that there was more than 90 percent agreement between the HC recommendation and the manager's perspective when managers looked at positions and HC shared its proposed alignment of employees to positions and grades. The other 10 percent of the positions will need additional consideration, which is understandable. That 10 percent is where we plan to focus our energy.

"Mission demands and needs are not only in the here and now, they're in the future, and language and regional expertise are a big part of shaping the future work force."

While we were doing our pilots, we've been developing a very strong readiness plan and a communications plan for our managers and the work force. While the transition mechanics are important, more so is the fact that all of us within DIA are undergoing a major change yet again — and need to be aware of what the change means to us individually as well as to the whole organization. OUSD(I) still envisions the DCIPS policies being fully in place through the department coordination process, and ready to be submitted to Capitol Hill no later than September. Upon approval of our readiness plan, we will be allowed to actually execute our transition at the end of September. We are still on track with that date. Prior to actually turning the switch, all employees will receive a notification of what their situation is.

I can't stress enough that post-transition, DCIPS will remain our personnel system. It helps us attract, train and retain the right talent. DCIPS competencies, common occupational structures and common career paths are evidenced not only within DIA, but across the defense intelligence community. We also set up a way to reward and recognize true performance through annual appraisals and other forms of recognition. I want us to continue to lessen the emphasis on DCIPS as a performance appraisal or bonus system and think more holistically about the human capital architecture that allows us to manage, train and retain all those forces.

COMMUNIQUÉ: *Is there anything else you'd like to add?*

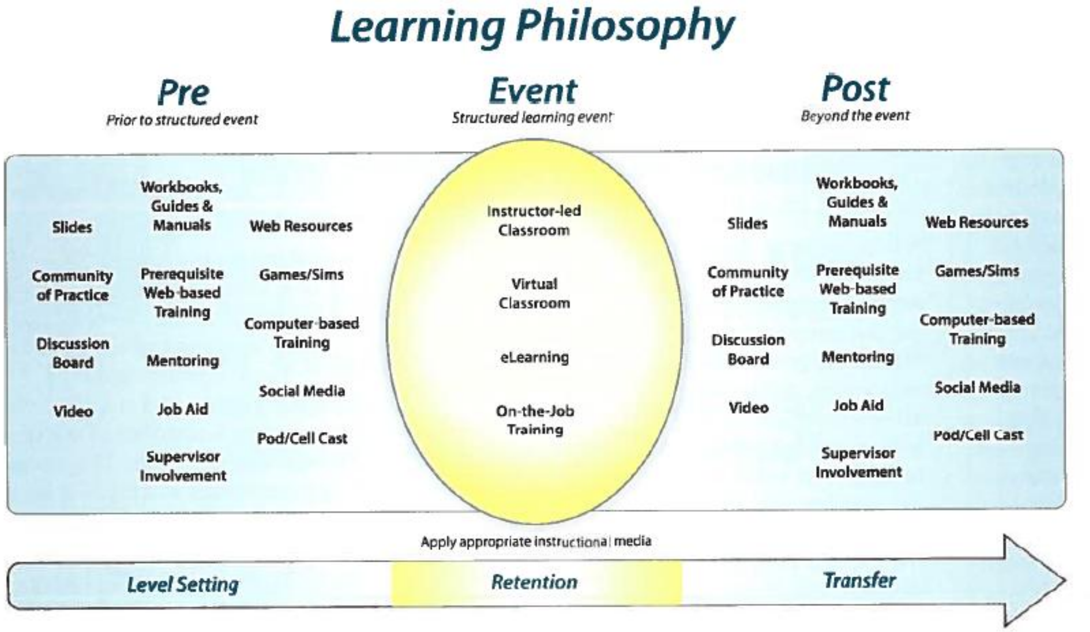
MS. WASCHULL: I have been a member of DIA since 1991 when I joined the ranks as an entry-level hire. I wouldn't trade a minute of time here at the agency for any other career. I have held assignments in a number of directorates and in a number of occupational series and job titles. The range of career opportunities within DIA is unmatched in most other organizations — and it is only bound by what you make of the opportunities that present themselves to you or that you choose to make happen. I am honored to serve in my current position and help assist our work force — service members, active duty and reservists, as well as our civilian cadre — to get the most out of their career and continue to draw value and satisfaction from their daily contributions to our mission. I am positive on DIA, positive in our future, and very positive about our people who make great things happen every day in support of our nation and our coalition/international partners throughout the world.

INNOVATIONS in Learning Beyond the Classroom

By Russ J. Spaulding and Megan A. Elliott, HC

Using social media tools is expanding the way students learn and connect.

The first picture that normally comes to mind when hearing the word training is a defined event or course of instruction, often in a classroom outside our normal work routine, led by an instructor who is expected to know more than the students. Close behind may be computer-based training where you log in to a course of study, read the definitions and scenarios, take the test, and get back to work, hoping something you learned sticks. We traditionally think of training or learning as a discrete event with a defined beginning and end that includes specific learning objectives designed to improve some aspect of our performance. This event-centered mindset is necessary for accounting purposes, but is often not sufficient for improving our individual and organizational capacities for accomplishing our various missions.


Learning Philosophy
Pre
Prior to structured event
Event
Structured learning event
Post
Beyond the event
Slides
Workbooks, Guides & Manuals
Web Resources
Community of Practice
Prerequisite Web-based Training
Games/Sims
Computer-based Training
Discussion Board
Mentoring
Social Media
Video
Job Aid
Pod/Cell Cast
Supervisor Involvement
Instructor-led Classroom
Virtual Classroom
eLearning
On-the-Job Training
Slides
Workbooks, Guides & Manuals
Web Resources
Community of Practice
Prerequisite Web-based Training
Games/Sims
Computer-based Training
Discussion Board
Mentoring
Social Media
Video
Job Aid
Pod/Cell Cast
Supervisor Involvement
Apply appropriate instructional media
Level Setting
Retention
Transfer

The Provost Division's (HCL-1) learning philosophy rests on the premise that the real value of any structured learning event is contingent upon a larger context far beyond the classroom. This context is best understood within a forward-moving journey of knowledge retention and transfer critical to job performance.

A growing number of Office of Learning and Career Development (HCL) instructors and faculty members recognize limitations of this mindset and have adopted a more comprehensive approach that considers learning as an ongoing journey rather than a discrete event. They see a globally dispersed work force in a rapidly changing digital age, demanding what only a continuous learning philosophy can provide.

This philosophy highlights the importance of what happens before and after a training event. In fact, the influence an instructor has on what happens before and after a training event is what makes or breaks the actual event. More instructors and faculty are leveraging the plethora of technologies available to the work force to expand their influence beyond the classroom and into the actual work environment of their students. HCL's Professional Development Day held in January provided a forum for instructors and faculty to share and discuss innovative ways to integrate a number of Department of Defense Intelligence Information System (DoDIIS) social media tools into their learning strategies. J-Space, Intellipedia wikis, SharePoint, Tag|Connect, Inteldocs, Jabber and eChirp are just some of the tools identified to strengthen guided experiential learning.

For example, the Measurement and Signature Intelligence (MASINT) team of the Collections Training Branch (HCL-5C) has leveraged the collaborative aspects of the Joint Intelligence Virtual University (JIVU) and SharePoint to pilot an innovative social media alternative to a traditional training course. Realizing the difficulty of having students from around the world attend an in-residence training course on the National MASINT Requirements System, the team designed a course that can be delivered digitally. After enrolling in JIVU, students are granted access to a SharePoint portal that hosts several video training modules featuring realistic digital avatars that walk students through the process of generating a MASINT collection requirement. The site's discussion boards serve as a digital home base and provide students

access to instructors and fellow students to aid in the learning experience. Delivering the course in this format offers a self-paced learning environment that permits students to remain engaged in their day-to-day mission and increases the retention rate of knowledge they have acquired.

Gary Ryan, the program manager for the Today's Intelligence Leaders course and the Senior Intelligence Professional Seminar, has engineered SharePoint to become a de facto "alumni center" for graduates of his courses. The course has specific sites that serve as a central focus point for students as they migrate into their various agency elements and work centers. The SharePoint sites also serve as an enterprise-wide focal point, allowing former students to continue their development of personal and professional networks. They are updated at the end of each new course iteration, offering former students a central location to find relevant, timely information.

Che Russell has incorporated eChirp and Intellipedia into his Community Collaboration Course (C3), exposing participants to one of the newest collaboration tools available to the intelligence community (IC) and the larger national security community. Additionally, eChirp provides the ability to share quick thoughts and ideas before and after the C3 classroom event. Unlike e-mail, the power of eChirp is creating a community of interest to exchange experiences and expertise.

Robert Silaghi used Intellipedia as a forum to gather opinions on the open-source intelligence collection management process from experts in the IC and at combatant commands for course development. He integrated these inputs into a user manual and created a training course on the topic. Intellipedia was the preferred medium because it provides a centralized space for a collaborative discussion with multiple viewpoints and a chronological record, while negating the temporal and spatial limitations of the geographically dispersed participants.

Mark Wise has found Inteldocs to be a highly valuable time-saving application to simplify and lighten the typical administrative burden all instructors face in trying to maintain up-to-date content and reference materials for their courses. By linking to Intellipedia, he has global access to his material whenever he deploys on a mobile training team. Once familiarized, Wise found more valuable time to focus on dynamic course delivery.

These are only a few of the instructors and faculty members taking advantage of all the existing technologies and social media in the DoDIIS environment beyond the classroom. In this case, innovation is an onward and upward journey of value creation, involving the sharing of incremental experiments within the context of social networks. Through the use of these tools, opportunities are limitless for instructors and faculty to exchange knowledge with students before and after the learning event, providing rapid and tactical improvement to our capacity for mission accomplishment. For more on the dynamic development of continuous learning beyond the classroom, visit http://www.intelink.ic.gov/wiki/Social_Media_Training_Integration_Page on JWICS. ❧

What's in a Name?

Understanding the Foreign Language Transliteration Problem

By Nicholas A. Bemish, HC, and Brian Roberson, Basis Technology

Transliteration standards provide common ground for translating documents across the intelligence community.

To deal with the huge amount of variation in foreign language transliteration systems, Section 352 of the Intelligence Authorization Act of 2003 directed the U.S. intelligence community (IC) to develop "a standardized method for transliterating into the Roman alphabet personal and place names originally rendered in any language that uses an alphabet other than the Roman alphabet."

In accordance with this act, IC transliteration standards for several non-Roman script languages have been developed and adopted. For finished intelligence reports and products, every member of the IC must comply with IC-wide transliteration standards developed for consistency and readability by nonlinguist consumers. In most cases critical pieces of information in actionable intelligence

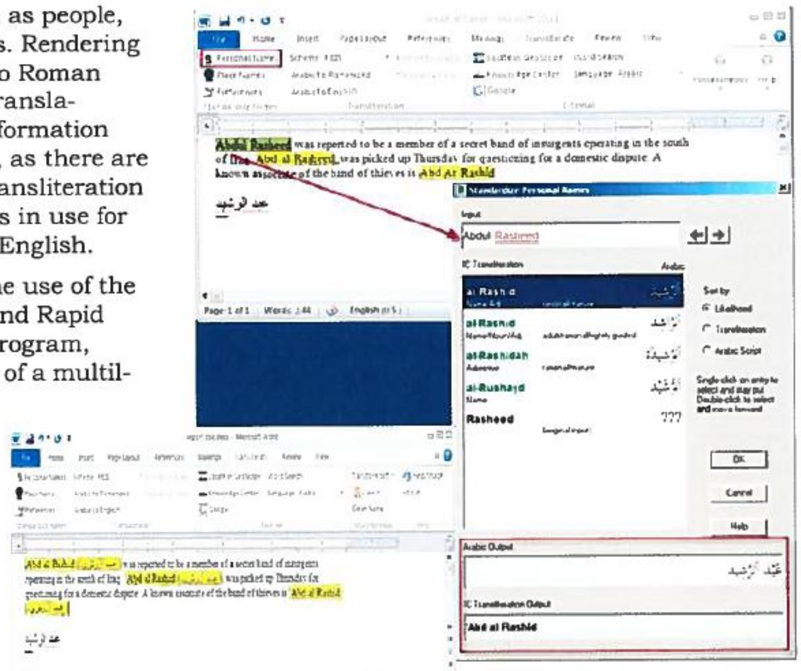
Transliterate: To represent letters or words in the corresponding characters of another alphabet.

Webster's II New College Dictionary

Example: The Russian Я letter is usually transliterated in English as "ya" or "ia."

are names, entities such as people, organizations and places. Rendering those named entities into Roman characters for reports, translations and operational information exchange is challenging, as there are multiple and different transliteration or Romanization systems in use for spelling native terms in English.

In 2006 DIA, through the use of the CIA In-Q-Tel Research and Rapid Development Contract program, funded the development of a multilanguage application suite that supports collection and dissemination requirements across multiple deployed elements in and outside the continental U.S.


Abdul Rasheed was reported to be a member of a secret band of insurgents operating in the south of Iraq. Abd al Rasheed was picked up Thursday for questioning for a domestic dispute. A known associate of the band of thieves is Abd Ar Rashid

عبد الرشيد

The user standardizes the name "Abdul Rasheed" to the IC standard by picking the correct native spelling in Arabic script. The bottom two fields show the output as it is composed. This view shows the basic transliteration tool as a Microsoft Word plug-in feature.

The HighLight Language Analysis Suite (HighLight) is a crucial tool for U.S. intelligence agencies charged with accurately processing massive quantities of materials in foreign languages critical to national security concerns. For example, if a person's name can be transliterated to "Abdul Rasheed," "Abd-al-Rasheed" or "Abd Ar-Rashid," it's unlikely a search will find all three variants.

Through funding sponsorship by the Office of the Director of National Intelligence, DIA has licensed the HighLight Language Analysis Suite from Basis Technology to enable hundreds of analysts across agencies to collaborate more easily and boost productivity of linguists in the critical languages of Arabic, Dari (an Afghan dialect of Persian) and Pashto (another language of Afghanistan) — all three of which are written in the Arabic script. Every name the tool processes will always be consistently translated, and thus consistently found in keyword searches.

The software quartet features the Transliteration Assistant, which plugs into Microsoft Office. It automatically converts Arabic, Dari and Pashto people or place names written in Arabic script to English; it also standardizes the spelling of existing transliterations. The Knowledge Center is single-point access to dictionaries and databases (either preloaded or user-loaded), including the CIA's chiefs of state database. The Arabic Editor is a multifunctional text editor, in which a user can type Arabic or Persian from a standard Western keyboard. Additionally, a built-in Arabic-to-English dictionary allows quick gisting of Arabic documents. Finally, Geoscope, a map viewer, finds locations in the Middle East based on approximate spelling of place names. Locations are shown on Geoscope's electronic maps or user-loaded maps.

Linguists with both near-native proficiency and appropriate clearances are a scarce resource in the IC. Incoming data is often voluminous, unstructured and in multiple languages. Furthermore, various IC members use different transliteration standards; at least four variations are in active use just from Arabic to English and, in the field, approximate transliterations are widespread. HighLight is very effective at tackling this problem. The Transliteration Assistant effectively harnesses what computers are good at (tedious, repetitious tasks requiring adherence to exacting standards) to free linguistic experts to do what people are good at — navigating irregularities in data and intelligently checking the output of computers.

HighLight in the Field

HighLight has already proven itself in the field. In August 2008 the U.S. government was transitioning the Sons of Iraq (SOI) — former Sunni insurgents who were being paid by the United States to fight insurgents and al-Qaida — to the payroll of the government of Iraq. As part of the deal, coalition forces were required to gather the names of the 93,000 SOI members in Arabic in three days; however, the names only existed as poor English transliterations. By leveraging the Transliteration Assistant, the average translation time was reduced from 10 seconds to three seconds per name as the software spared the three linguists having to retype each name in Arabic. Instead, they just checked the output of the software, completing the entire translation task as ordered and in significantly less time and with less translation cost.

The HighLight Language Analysis Suite is fully supported in applications including Microsoft Word, Excel and Access. HighLight by no means eliminates the need for qualified linguists, but it is a force multiplier that goes a long way in promoting collaboration and helping to connect the dots between disparate data sources. For more information on HighLight or to obtain access to HighLight licenses, submit a help ticket through eRequestor or contact the Directorate for Human Capital's Foreign Language and Regional Expertise Division (HC/HCL) on NIPRNet at https://www.intelink.gov/wiki/DIA_Special_Office_for_Foreign_Language_Management.

IED Battle Drill: Are you TOUGH ENOUGH?

By William D. McConnell, DJ

Preparing troops and civilians to encounter IEDs in-theater has taken a new turn with the High Mobility Multipurpose Wheeled Vehicle.

The Department of the Army has produced a new and innovative training tool that integrates Hollywood with the real world. The High Mobility Multipurpose Wheeled Vehicle (HMMWV) crew training simulator features 270-degree seamless motion picture, integrated sound, motion platform and real-world effects. The HMMWV sits inside a semitrailer on a hydraulic platform, while a simulator plays a real-world scenario. The vehicle is an exact replica of one in current theater setup, and if you do not do your job, you get "hit!"

The HMMWV will teach troops of all branches and Department of Defense (DOD) personnel how to recognize improvised explosive device (IED) observables and signatures. It also lets troops experience an IED event in a realistic but controlled environment and allows participants to practice performing correct combat procedures during and after an IED event. The exercise is captured on audio and video so the combat team can review what they did correctly and what needs to improve.

Having deployed to Iraq, I was apprehensive about getting "blown up." The staff operating the trainer was very helpful and made sure we understood all of the procedures.

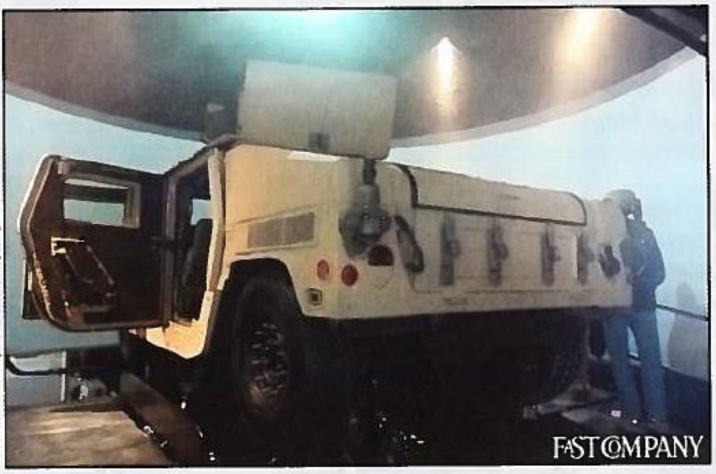


Photo courtesy of FastCompany.com

The HMMWV simulator after being "hit" with smoke still in the air.

00 Satcom
01 Scp-B CT
02 Medevac
03 SCP-B PT
04 Medevac Alt
Sheriff
06 MSR

Photo by Norman "Rick" Denny, DI

The HMMWV simulates views from in-theater, similar to the actual view through a HUMVEE's windshield seen here.

The objective of this training is to enhance survivability in-theater, and the HMMWV meets that objective. The clarity of the high-definition video and the surround sound made the experience extremely realistic. This emersion quickly put me back in the zone trying to recognize observables and signatures of IEDs, and what actions to take upon contact with an IED.

Some immediate benefits of this high-quality training are enhanced individual and collective team skills and improved battle crew efficiency during combat stress. This simulator has the ability to adapt to all levels of experience and team-building requirements. Additionally the cost savings in equipment, time and ability to train personnel prior to deployment on current tactics, techniques and procedures proved invaluable.

After completing our drill (and, yes, we missed our observables and got hit), I had a whole new respect for what I needed to be looking for. For me, team building was the most beneficial aspect of this training.

By experiencing an IED in a controlled but realistic environment, the crew was able to conduct its casualty assessments, communicate what happened and get back in the fight faster. These drills and equipment save lives and are an excellent example of how training simulators can better prepare combat personnel. It will also help DIA civilians better understand the combat environment.

For more information about training sites, contact Rick Travis, director of Combat Training and Simulations Division, at (760) 954-6135 or e-mail rtravis@rlleaders.com.

ODNI Analysis 101 Program Hits 3,000th STUDENT MARK

By Dr. Robert E. Morris, HC

ODNI Analysis 101 graduates its 3,000th student.

The Office of the Director of National Intelligence (ODNI) Analysis 101 program, for which DIA is the executive agent, reached an impressive milestone with the graduation of its 3,000th student Jan. 14 at the SAIC training complex in Tyson's Corner, Va. ODNI's Deputy Director for Intelligence Integration Dr. Peter Lavoy and DIA's Deputy Director for Human Capital Kristi Waschull attended the ceremony and awarded a special certificate to Marjorie Deremo, Air Force Intelligence Agency, who was selected as the symbolic 3,000th graduate.

ODNI Analysis 101 is the intelligence community's (IC) flagship entry-level course for new intelligence analysts. It provides the opportunity for all agencies to start their new analysts with a basic foundation of analytical skills. It's also an efficient means of promoting basic analytical tradecraft consistency across the IC, an important part of the effort to improve analysis. The intent of the course, created in response to 9/11 events, is to enhance the ability of each analyst to think critically when analyzing intelligence information and to introduce the concept of jointness while working as a member of the IC.

Photo by Jay Townsend, SAIC

ODNI Deputy Director for Intelligence Integration Dr. Peter Lavoy, left, and DIA's Deputy Director for Human Capital Kristi Waschull, right, present a certificate to the 3,000th graduate of ODNI Analysis 101, Marjorie Deremo, Air Force Intelligence Agency.

"Training our new analysts in basic critical thinking and tradecraft skills is essential for the success of our community," said former Director of National Intelligence Michael McConnell, who established the program. "Conducting this training in a joint environment provides the added benefit of instilling a sense of community in our analysts at the beginning of their careers."

By working closely with peers from other agencies, new analysts acquire an interagency mindset regarding the intelligence enterprise. To date, the program has trained analysts from 40 different intelligence agencies and organizations, and each iteration of the course has representatives from roughly seven to 18 organizations.

Having received positive feedback, many agencies such as DIA and the Office of Naval Intelligence (ONI) send their new analysts to attend this course to start their formal analytical training. At DIA, the two-week ODNI Analysis 101 course is followed by a four-week Fundamentals of Intelligence Analysis course that reinforces the lessons of critical thinking; goes into greater depth on structured analytical techniques; and focuses on systems, writing and briefing techniques used by DIA analysts. Thereafter, new analysts can go on to specialty training in fields like counterterrorism, counternarcotics or counterintelligence.

The course continues to have outstanding IC support, and each iteration operates near full capacity. During its three-year existence, course attendees have included analysts from DIA (702), FBI (675), National Geospatial-Intelligence Agency (556), ONI (259), CIA (151), Department of Homeland Security (131), National Security Agency (94) and Department of Energy (62), plus a host of others. Overall, the program is changing the way IC analysts begin their careers and learn the value of collaboration.

Advancing Language Learning Through the Use of SCOLA

By Nicholas A. Bemish, HC, and Dave Decker and Ric Marchio, SCOLA

DIA is capitalizing on significant federal investments in language learning and is partnering with the Defense Language Institute and SCOLA to further refine and develop foreign content to meet the work force's needs.

DIA makes a variety of language learning material available to its work force and relies heavily on the work already completed by commercial partners. Through this partnership, DIA is able to leverage significantly more relevant content and material that allows language learners the opportunity to understand cultural language material that meets their specific needs and at considerably reduced costs.

DIA has a work force with language skills and capabilities in 55 languages and dialects. In order for them to maintain proficiency for them and continue to support DIA's mission needs, opportunities for varied and diverse language training are needed.

SCOLA, an online repository of language learning audio and video content, has been providing top-quality and in many cases exclusive content to the United States government for nearly 25 years. SCOLA content is available to all federal users with access to the Joint Language University (JLU). SCOLA has grown from supporting one language and one country to 115 languages and 100 countries with eight channels broadcasting 24 hours a day via satellite and the Internet.

With the diversity of the DIA work force comes challenges in providing the right language learning tools to meet everyone's needs. Many of the language learners have language skills in what are referred to as "less commonly taught" languages requiring hard-to-find content and genres that can challenge and increase proficiency.

SCOLA satellite feeds.

Photos by Dave Decker, SCOLA

SCOLA Broadcast Center, Iowa.

"We love a challenge," said Francis Lajba, SCOLA's co-founder, president and CEO. "It's great when someone requests a virtually never taught language. The more obscure the better. And if it is not broadcast on television or radio, then we'll send a video camera to our contacts in-country and do our own recordings. From the Vatican to North Korea, SCOLA is the true worldwide source for ready access to original, current foreign language programming."

To address those challenges, Tom Haines, DIA's senior language authority, approached SCOLA six years ago with an idea for a specialized word video search (SWVS) capability. Much of the content found in broadcast media around the world does not specifically address the needs of DIA. SCOLA was contracted to develop a means to capture specific content on topics and in languages not normally found through regular television, radio or Web broadcasts. Through the use of their overseas affiliates, they were able to collect a large volume of content that includes vocabularies rich in local dialects and vernacular. This capability supports not only language learning, but also increases the regional and cultural expertise of our employees.

From its inception six years ago, SCOLA's SWVS product has grown to a corpus of more than 140,000 word pairs/phrases in 33 languages. Comprising more than 5,500 video clips of varied lengths from more than 40 countries, it provides the language learner intermediate- to advanced-level, searchable word lists classified by category domains. For example, you can search the database for words and phrases from the economics and business domain in Swahili. A result set is returned that contains word/phrase pairs from that domain.

Selecting a specific word will take you to a player page with all of the words selected from that particular clip in all domains. Each word/phrase is timed and synchronized with the player allowing you to hear real-world usage of the word in context. You may also download the words or print the word list for further study.

The SCOLA Lineup

SCOLA offers TV and radio news, cultural programming and many other services, including:

- **World TV Online** is authentic television programming from more than 100 countries and regions and more than 100 languages available via satellite and the Internet.
- **Insta-Class** is an extensive collection of lessons based on actual foreign video segments with new lessons posted weekly.
- **Specialized Word Video Search** is a searchable collection of word pairs (English to other language) mapped to video clips containing the word being used and separate audio pronunciations.
- **Digital Archive** is a vast collection of authentic SCOLA videos. SCOLA Digital Archive results can be viewed online from the SCOLA website or saved in MPEG format to your computer for later use.

- **On-the-Street Videos** are natively produced videos of everyday people speaking about everyday things searchable by country, language and topical category.
- **Foreign Text** is an online library of newspapers, magazines, poetry, children's books and more.
- **Language Training Materials** are native perspective country overview videos addressing language, culture, geography, politics and history, as well as SCOLA partner-produced language lessons.

Planned enhancements this year will allow the creation of larger vocabulary study lists; searches of additional information fields to quickly find material of interest; and the exportation of pronunciations, foreign language words and English words in a format ready for importing into flash card programs. A feedback forum for suggestions, comments and additional information will also be added. Additionally, research will begin this year on tying the human transcribed/translated information contained in this project with other speech-to-text and machine-translated capabilities available on the SCOLA website.

In addition to hard-to-find languages, SCOLA is the only organization that has contracts with Cuba, Iran and North Korea. SCOLA is centrally located in Iowa to easily bring down signals from a multitude of satellites over both coasts.

Federal employees are entitled to full use of SCOLA products. For a username and password, e-mail SCOLA at scola@scola.org and state "username request" in the subject line — or log onto JLU at http://jlt.webtrain.com for full access to this and other foreign language learning materials.

DIA sees this as an opportunity to capitalize on significant federal investments in language learning and is partnering with the Defense Language Institute and SCOLA to further refine and develop foreign content in the languages that meet our work force's needs. For additional information, contact the Directorate for Human Capital Foreign Language and Regional Expertise Division (HC/HCL-3) at https://www.intelink.gov/wiki/Foreign_Language_Training_at_DIA on NIPRNet.

Solutions Architecture Branch Aligns Job Competencies, ENHANCES CAREER DEVELOPMENT

By the Global Workforce Development Division, HC

The Directorate for Human Capital Solutions Architecture branch is responsible for competency management and career development at DIA, providing the work force with important career development tools, and maintaining and updating DIA's competency framework.

Competency Alignment

Part of the responsibilities in the Directorate for Human Capital Solutions Architecture branch (HC/HCL-6B) include updating and maintaining the DIA competency framework, which includes aligning DIA competency models developed by the Office of the Director of National Intelligence (ODNI) for the intelligence community (IC). This is part of a larger effort to strengthen the IC by establishing a common language for work done within the community.

Competencies are the base of all work done at DIA. They're the measurable or observable knowledge, skills, abilities or behaviors needed to complete a job and are linked to our position descriptions, vacancy announcements and career development. HCL-6B is working with leadership and subject matter experts in each of DIA's occupations to refresh and align the competencies to those established by

ODNI. By working with each occupation individually, HCL-6B is able to ensure that behaviors for each competency are specific to DIA, while retaining the consistent, IC-wide competency definition and nomenclature that ODNI created.

The competency alignment effort does not affect your job duties, pay, promotion or performance process and cycles. However, newly aligned competencies will create a standard language in which the IC can discuss skills and abilities. Once competencies in your occupation are updated and aligned, HCL-6B will work to update the career development tools specific to your occupation. These tools will help you manage and develop your career within DIA.

Career Development

HCL-6B is also responsible for career development tools and services. DIA has created a robust Career Planning and Development Program to assist civilian employees with identifying and developing skills and competencies, and managing career progression to achieve professional goals.

These tools and services enable DIA employees to take control of their careers. They allow employees to identify gaps in skill and competency areas, develop a plan to fill those gaps, and determine what training and other activities are available to them. By providing these tools to the work force, HCL-6B helps ensure that critical skills and competencies are in place fulfilling current and future mission requirements.

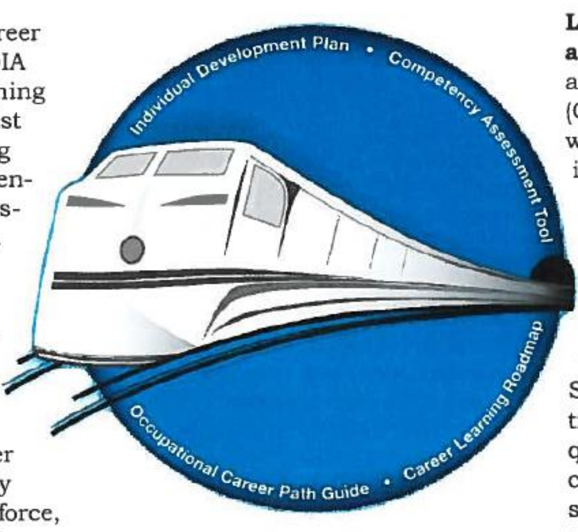
Tools

The Competency Assessment Tool allows employees to identify strengths and weaknesses in their current job competencies. This tool generates a report that identifies gaps in an employee's current competency and skill levels — and includes feedback from the employee's supervisor.

The Individual Development Plan (IDP) helps employees identify their short- and long-term developmental objectives. Employees develop their IDPs in coordination with their supervisor as part of the performance management process, creating a plan to acquire competencies, skills and experience necessary to perform in current positions and for career progression.

Career Learning Roadmaps are created for each occupation and include training, developmental activities, licenses, certifications and qualifications mapped to work levels and competency. They provide suggested training and activities to develop skills and competencies at an employee's current and next work level.

The Occupational Career Path Guide (coming soon) helps employees determine what career paths are available and how to reach their career goals. It contains information about careers within each occupation, promotion potential of each job group, competencies associated with each position, and career development activities. The guide for administration is now available online and will serve as a template for the development of guides for the remaining occupations within DIA.


Individual Development Plan • Competency Assessment Tool
Career Learning Roadmap
Occupational Career Path Guide •

The DREAM Job Competency Assessment Tool allows employees to rate themselves on competencies assigned to a desired "dream job." This tool indicates the employee's areas of strength and weakness in the dream job by displaying a color-coded stoplight system. The employee can quickly ascertain whether they're ready to apply for their dream job, and, if not, what competencies they need to develop.

Services

Career development briefings. Staff members from HCL-6B deliver these briefings to supervisors and groups. "How to Drive Your Career with DIA Tools" is aimed at familiarizing employees with available tools and how to use them in achieving their career development goals. "How to Have the Career Development Conversation with Your Employees" provides advice to supervisors about discussing this topic with employees.

Liaison to career program managers. Each occupation has been assigned a career program manger (CPM). CPMs keep in close contact with HCL-6B and bring news and information back to their occupational staff and leaders. They also help facilitate the competency alignment process for their occupation.

Point of contact for questions related to career development tools. The Career Development SharePoint site has detailed instructions, quick reference guides and frequently asked questions for all of the career development tools. The HCL-6B staff is also available to employees and supervisors to answer general questions and provide clarification about the tools and services available to employees.

Whether updating competency models or managing the career development tools, the Solutions Architecture Branch is working to make DIA a better place for employees. For more information about HCL-6 and access to all the tools mentioned above, visit http://diateams.ne.dodiis.ic.gov/sites/HC/HCL/HCL-6/HCL-6B/default.aspx on JWICS or http://diateams.dse.dia.smil.mil/HC/HCL/HCL-6/HCL-6B/default.aspx on SIPRNet.

Joint Military Attaché School Expands CYBERSECURITY TRAINING

By CDR David A. Renberg, HC

JMAS has joined the fight to combat global cyber threats by providing cybersecurity training to more than 350 military attachés, support staff, DLOs and spouses each year.

Department of Defense (DOD) Secretary Robert Gates' decision to create U.S. Cyber Command (CYBERCOM) in 2009 greatly amplified DOD's ability to combat the rapidly increasing number of cyber attacks on the more than 15,000 networks and 7 million computing devices operated by the U.S. Armed Forces at the time. Becoming fully operational in November 2010, CYBERCOM now identifies more than 6 million cyber probes daily and defends against a barrage of attacks by global competitors on our nation's information and communications systems. Deputy Secretary of Defense William Lynn's observation in a recent issue of Foreign Affairs was that some "100 foreign intelligence organizations are trying to hack into the digital networks that undergird U.S. military operations" leads some cyberwar experts to believe that U.S. dependence on the Internet to operate a critical infrastructure exposes the country to a potential "cyber Pearl Harbor" attack. The 2007 cyber assault that nearly crippled Estonia's infrastructure and the 2008 Russian attack on Georgian networks prior to troop mobilization point to the potential magnitude of a cyberwar.

The Need to Educate

Despite an estimated $140 billion annual investment by the Pentagon's biggest suppliers — including Lockheed Martin, Boeing and Northrop Grumman Corporation — the Defense Department continues to be faced with increasingly harder to detect computer infiltration, viruses and theft of sensitive information. Even relatively unsophisticated hackers, such as the Iraqi insurgents who used a $30 software tool to intercept and view the downlink of an operational U.S. unmanned aerial vehicle in 2009, have the capacity to disrupt U.S. information systems.

"It's only a small step to go from disrupting parts of the network to destroying parts of the network," remarked GEN Keith Alexander, director of the National Security Agency (NSA) and commander of CYBERCOM.

The new cyber landscape will require operators to shift from an institutional focus on total network security to one of risk management. Operators across DOD need to be educated on how to minimize their vulnerabilities to ensure the delivery of information services and the success of military operations. To achieve that, information assurance experts say DOD needs to concentrate on significant organizational and training issues as much as it does on new technology. Alexander added, "The biggest challenge that we currently face [is] generating the people that we need to do this mission."

JMAS Cyber Training Initiatives

DIA has contributed greatly to understanding today's threat to the global information grid and has provided warfighters with the knowledge to better protect our nation's defense and military networks. In an effort to keep pace with the rapidly evolving cyber environment, in August 2009 the Joint Military Attaché School (JMAS) Curriculum Review Committee directed the development of several courses to better prepare Defense Attaché System personnel for their upcoming assignments in U.S. Embassies around the world. Expanding on the unclassified cybersecurity courses already offered to spouses of JMAS students, the military attachés now receive classified cyberthreat briefings. Originally focused on the vast amount of information military members unwittingly reveal through the use of Internet financial services, social networks and digital research tools, the course was subsequently expanded in 2010 to include methods to recognize spoofing, malware and targeted attacks on both personal and government computer systems.

JMAS participation in the DIA Cyber Collaboration Working Group created opportunities to leverage cyber-threat training from experts across the intelligence community. The DOD Cyber Investigations Training Academy (DCITA) now trains more than 150 military attachés annually on the cyber capabilities of our adversaries and the behavioral and technical changes that can be made in defense attaché offices (DAOs) around the world. This training helps enhance the security of embassy computer networks and communication devices. JMAS students also benefit from DCITA webinars that provide real-time instruction on a variety of cyber warfare topics using a live feed viewed on users' workstations.

NSA's Integrated Training Center provides military attachés, defense liaison officers (DLOs) and spouses a greater understanding of their digital footprint and the myriad of cyber threats prevalent in an overseas environment. This training will be expanded in the spring of 2011 to

include attaché support staff who manage DAO information technology systems.

JMAS has joined the fight to combat global threats by providing cybersecurity training to more than 350 military attachés, support staff, DLOs and spouses each year. Their vigilance, coupled with a cyber-savvy DOD, will ensure that America can and will maintain information dominance, safeguard the ability to deliver essential information services to our troops, and preserve America's military supremacy in the cyber landscape of the future.

British Intelligence Educators Share BEST PRACTICES with JMITC's Asymmetric Warfare Branch

By Charles T. Mitchell, HC

The United Kingdom's Defence School of Intelligence has teamed up with DIA's Joint Military Intelligence Training Center's Asymmetric Warfare branch to create a stronger Five Eyes community.

Ministry of Defence educators at the U.K.'s Defence School of Intelligence recently hosted DIA Joint Military Intelligence Training Center (JMITC) Asymmetric Warfare (AW) branch instructors at Royal Air Force Chicksands, U.K.

Photo by John C. Destry, HC

Matt Jolly, left, and Tony Ryan, right, of the U.K. Defence School of Intelligence attended the inaugural JMITC Four Eyes at the DIAC in 2008, the predecessor to today's JMITC Five Eyes.

Hosts to JMITC visitors Matt Jolly, Analysis Development team leader, and Tony Ryan, Analysis Branch chief instructor, have been integral contributors to the ongoing JMITC-sponsored Five Eyes Analytic Training symposia held with DIA's university partners, the University of Mississippi and James Madison University.

Led by Dan Durham, team chief for the AW Intelligence Analysis Program, the JMITC instructors were invited to observe student exercise briefings that were part of the midpoint pulse check in the school's two-week Defence Intelligence Analysis Course. The student briefings outlined several methods commonly used by JMITC and highlighted how teams leveraged diverse methodologies to tackle various complex analytical problems.

After the briefings, Ryan invited the JMITC instructors to sit in on his capstone exercise guidance class, which allows visitors to better understand the path that students have taken to that point. After the class, he outlined the structure of the Defence School of Intelligence's programs and where his and Jolly's program resides. Ryan also led a brief discussion on areas where intelligence educators might find synergies with what JMITC is actively doing and within the larger Five Eyes community.

Jolly highlighted several details of the school's approach to training innovations, to include a brief overview of the course JMITC instructors had witnessed. He pointed out how the AW Branch's Counterterrorism Team's pattern analysis approach had been leveraged in one of the foundational stages of their school's internally developed "analytical bridge" training process, demonstrating a tangible result of the ongoing Five Eyes analytic training conferences.

The analyst course not only comprises cross sections of uniformed and civilian analysts from a number of British organizations, but it often hosts members from U.S. units. Along this same line of "coalition training" thought, Durham repeated the Five Eyes discussion topic to invite Jolly and Ryan to be guest lecturers at JMITC and videotape their lectures in order to leverage certain Chicksands sessions in the e-learning arena for allies who may have limited classroom access.

Both groups shared tips, success stories and challenges of their respective mobile training programs. Although delivering core and specialized training to units around the world presents similar challenges, both groups acknowledged that the impact the training has on troops and other analysts far outweighs any mobile training team issues.

Touching on a range of topics, the groups agreed that the future of intelligence training will probably see more networking across both national and international communities, to include better integration of civilian and military intelligence services. The two groups felt the differing cultures (organizational, national, etc.) create both a rich environment for informed experiential learning and presents one of the biggest challenges in communicating and ensuring learning across such diverse cultures. Addressing the rise of e-learning, they agreed that today's tools are amazing enablers of expanding the learning experience. Such areas as grounding, give-and-take discussions, skills development practices and critical mentoring that occur in the traditional classroom are still crucial components of a well-rounded intelligence education.

As the JMITC visitors checked out of the compound, their hosts guided the

group to the adjacent Defence Humint Unit Memorial Garden, where they paid their silent respects to British intelligence colleagues who gave their lives in service to intelligence activities or as a result of terrorism. While a somber reminder of the realities of an increasingly dangerous world, the members memorialized in that peaceful, hilltop garden only reinforce the resolve that drives the Five Eyes community to continuously enhance critical intelligence education and training programs necessary to ensure fewer British, American or allied members pay the ultimate sacrifice.

"Having worked with Matt Jolly, Tony Ryan and their colleagues at past Five Eyes events, we applaud their efforts in not only educating the intelligence work force, but also for their generosity and willingness to enlighten those of us in education management on the complexities of intelligence training in today's asymmetric environment," said JMITC Deputy Director Doug Holt on the benefits of the Five Eyes visits and exchanges. "We look forward to expanding our training partnerships."

For more information on JMITC and the AW branch, visit http://hc.dia.ic.gov/training/jmitc/ on JWICS.

Embedding a MENTORING CULTURE at DIA

Dr. Theodora J. Fitzsimmons, HC

The DIA Mentoring Program is bringing junior employees and senior mentors together to foster career development.

The Leadership Academy Professional Development branch (HCL-2B) has recently begun expanding the DIA Mentoring Program. In place since the 1990s, the central role of the program has been to match junior employees (mentees) with senior mentors to enable career development. About two years ago, DIA implemented an electronic database to match mentees with mentors. Prospective mentees enter their needs for growth in the database, and prospective mentors enter their areas of expertise. The database returns a list of potential matches, allowing the mentee to initiate a mentoring request in the system. Mentoring helps ensure new employees have someone to guide them in advancing their career at DIA. Along with other learning programs, mentoring helps make the agency a good place to pursue a long, rewarding career.

The mission of the Mentoring Program is to create formal and informal mentoring partnerships across DIA and the intelligence community to share knowledge and experiences, enabling the development and retention of a highly skilled and results-oriented work force. This mission is accomplished through expanded opportunities in one-on-one, group, situational and virtual mentoring.

- **One-on-one mentoring** offers a mentor-to-mentee relationship, enabling participants the opportunity to have a traditional (senior-to-junior), peer-to-peer, reverse (junior-to-senior) or shadowing partnership.
- **Group mentoring** is a six-month commitment that offers the mentee the benefit of gaining the knowledge and experience of more then one mentor. Topics include learning the ropes of being a new DIA employee, joint duty assignments, deployment and career transitions.
- **Situational mentoring** is a quick approach to mentoring, often a one-time, ad hoc event where someone shares his or her wisdom about a recent experience, knowledge or skill with those who need the information now.
- **Virtual mentoring** enhances various types of mentoring, allowing interactions between mentors and mentees delivered by electronic means such as e-mail, online blogs and video teleconferences.

The DIA Mentoring Program is facilitated by HCL-2B, with the assistance of mentoring coordinators throughout the agency. HCL-2B also offers tools, templates and training to assist mentoring coordinators. Contact the DIA Mentoring Program team at (202) 231-2204 or e-mail NEDIAC_HCL-2 Mentoring on JWICS. You can also log in to The Mentoring Connection at http://tmc-dia.dodiis.ic.gov and sign up!

FAQ

Mentoring

Q: How do I meet a mentor or mentee?

A: *Mentors and mentees are connected through organized networking events, such as panel presentations and speed mentoring. Mentors can be found through The Mentoring Connection database. Mentors can also be found by simply asking the question, "Will you be my mentor?"*

Q: Do I have to use the database to participate in the program?

A: *No, but we do encourage you to connect with the Mentoring Program. We have tools to help guide you and your mentor to get the best out of your mentoring partnership.*

Q: Where do I find my mentoring coordinator?

A: *As the program continues to expand, more mentoring coordinators will be needed. Contact DIA Mentoring Program staff to find your coordinator — or volunteer to be one yourself.*

DIA in the 1990s: New Missions, New Adversaries

By Mark Madigan, IE, and the Historical Research Program Office, DA

DIA has supported several multinational coalitions in recent years: the Global Counter-Terrorism Forces (GCTF), the International Security Assistance Force for Afghanistan (ISAF), the Stabilization Forces in Kosovo (KFOR) and the Multinational Coalition Forces - Iraq (MCFI). While support to multinational coalitions may seem routine today at DIA, this practice was not always so common.

With the exception of routine support of the NATO alliance, DIA efforts at intelligence sharing were largely bilateral activities prior to 1990. Information sharing in the '90s was not typically part of a large sustained effort to support an ongoing military operation involving a coalition of more than 40 nations, much less a coalition composed of a wide range of traditional and non-traditional partners. DIA first started supporting selected multinational coalitions in the 1990s with the advent of the Desert Shield/Desert Storm coalition designed to liberate Kuwait after Iraqi forces under Saddam Hussein's command invaded Kuwait Aug. 2, 1990. Those days in the 1990s were watershed moments for DIA. Lessons learned from the initial experiences supporting a coalition in the Middle East would then be implemented in Europe later in the decade when, in December 1995, approximately 50,000 American troops would deploy to Bosnia-Herzegovina as part of the NATO Peace Plan Implementation Force (IFOR) coalition.

Then-Chairman of the Joint Chiefs of Staff GEN Colin Powell visited DIA's Operational Intelligence Crisis Center after Operations Desert Shield and Desert Storm in 1991. Pictured from left are Marcia LoVerdi, Jim Campbell, Lee Hall, Leo Delaney, GEN Colin Powell and then-DIA Director LTG Harry Soyster. Photo courtesy of Jim Campbell, DI

So what were some of these lessons learned? And what changes did they generate within DIA? Once DIA and the combatant commands received legal authority to share military intelligence in support of a given coalition, DIA needed to develop effective ways to implement the policies. Many standard practices that may seem small today, such as how to properly mark an intelligence product approved for release to the coalition, were important problems that needed to be resolved as quickly as possible in the '90s. In 1991 the proper release marking for the Desert Shield/Desert Storm coalition was "REL MNF," which indicated release to the multinational forces. It soon became obvious, however, as other coalitions developed, that a generic REL MNF marking would not be appropriate, as the number and composition of participating countries would vary from coalition to coalition. Today, as combatant commands plan support for a new coalition, a separate tetragraph is proposed and approved by the director of national intelligence's Controlled Access Program Coordination Office (CAPCO) for intelligence sharing.

Further, in response to emerging requirements to streamline the process for reviewing and disclosing intelligence to foreign coalitions, the "write for

> "DIA first started supporting selected multinational coalitions in the 1990s with the advent of the Desert Shield/Desert Storm coalition designed to liberate Kuwait after Iraqi forces under Saddam Hussein's command invaded Kuwait Aug. 2, 1990."

elease" concept was developed so that basic foreign disclosure guidance could be provided to U.S. analysts and managers. This guidance allowed DIA intelligence products to be developed from its inception with foreign customers in mind, rather than relegating foreign disclosure to a postproduction phase of the intelligence production process.

Additionally, DIA soon learned that merely producing intelligence that was releasable to coalition partners was of limited value if it was unable to quickly and effectively disseminate that data to field consumers. There were no existing intelligence dissemination systems in place in the early 1990s dedicated to support rapid distribution of intelligence to coalition customers. For releases executed in Washington, D.C., intelligence products were reviewed, and releasable message traffic was sent out via normal U.S. dissemination systems. Forward-deployed U.S. personnel used these releasable messages to feed intelligence to coalition partners via whatever tactical method was available. John Walsh, chief of Counterintelligence and Foreign Disclosure at U.S. Central Command during the Gulf War, cites building an effective coalition dissemination system as his greatest challenge during that period.

Turkey
Iran
Syria
Jordan
Kuwait
Saudi Arabia
Persian Gulf
Iraq
Dahuk
Arbil
Ninawa
As Sulaymaniyah
Salahad Din
Diyala
Baghdad
Al Anbar
Wasit
Babil
Karbala
Maysan
Al Qadisiyah
An Najaf
Dhi Qar
Al Muthanna
Al Basrah

Later in the decade, the NATO-led Implementation Force coalition operating in the Balkans was supported by a dedicated computer network that only permitted access to NATO members of the coalition. Today a greatly expanded and more capable version of that network, known as the Battlefield Intelligence Collection and Exploitation System (BICES), still disseminates intelligence to NATO nations and NATO deployed troops. Other dissemination systems have since been developed to support direct transmission of intelligence on coalition-wide networks to those countries that participate in coalition operations. Direct transmission has caused some difficulty as U.S. customers are increasingly challenged not only to write releasable products, but to ensure their distribution on a series of dissemination networks keep U.S. and coalition partners fully apprised of common threats.

The OICC was a vital link in providing intelligence support to operational forces and policymakers. In 1994 the OICC concurrently supported operations in Haiti and monitoring the Balkan conflicts.

Release of intelligence products to Commonwealth partners who routinely participate in multinational coalition operations has been much easier due to the timely development of the Stone Ghost network. Stone Ghost was originally intended as a dissemination tool that could save Commonwealth partners' costs related to producing vast numbers of hardcopy documents, which were later mailed to DIA's military intelligence counterparts. Stone Ghost quickly expanded both in size and mission, as it was utilized to support coalition operations worldwide.

In addition to these systems, DIA developed the National Intelligence Support Team (NIST) concept in the early 1990s. NISTs were small, interagency teams that could quickly deploy to field locations and provide U.S. commanders with a quick reach-back capability to national-level intelligence and databases provided by DIA and other agencies.

Then-DIA Director LTG James Clapper awards a degree to a Marine during the Joint Military Intelligence College graduation in 1995.

As DIA has supported more coalition operations in the intervening years, there has been an increasing need for trained and experienced foreign disclosure personnel. As a result of lessons learned in the early 1990s, DIA established a Foreign Exchange and Disclosure Training Course (INT 301) in September 1997, in which the Office of International Engagement (IE) teaches new foreign disclosure officers the nuances of foreign disclosure policy. This course has been taught both as a resident course at the DIAC, as well as around the world in a mobile training team format.

Since the 1990s some of the same challenges still exist, but they have grown more complex. The demand for more trained and experienced foreign disclosure officers increases as DIA distributes more intelligence across multiple electronic dissemination systems spread out across larger combat areas. With the advent of e-mail, PowerPoint and other technological advances, the need for more timely dissemination of intelligence information — not only through computer networks, but also video teleconferencing capabilities — is greater than ever. The challenge for DIA analysts of the future will be how to incorporate future changes in policy or technology to meet the ever-increasing needs of the coalition commanders.

The cruiser USS Shiloh fires a Tomahawk missile against selected air defense targets south of the 33rd parallel in Iraq Sept. 3, 1996, as part of Operation Desert Strike.

Operations Desert Shield and Desert Storm 1990-1991

Throughout the summer of 1990, DIA tracked the developing crisis between Kuwait and Iraq, and on Aug. 2, the crisis became acute when Iraq invaded its southern neighbor. When the U.S. committed forces to protect Saudi Arabia and eventually liberate Kuwait, DIA expanded the Operational Intelligence Crisis Center (OICC) and prepared National Military Intelligence Support Teams (NMISTs) for deployment. At the same time, the DIA Deputy Director for Joint Chiefs of Staff (JCS) Support RDML Mike McConnell set up the Iraqi Regional Intelligence Task Force within DIA. The first NMIST arrived in the Persian Gulf on Aug. 8, 1990, alongside the first allotment of U.S. forces to the region, and NMISTs quickly deployed with U.S. Central Command (CENTCOM) service components and the XVIII Airborne Corps. Some 100 analysts also deployed to the Middle East to support combat operations. Finally, DIA also had an 11-person, all-source intelligence production team assigned to CENTCOM headquarters in Tampa, Fla. All told, within DIA, more than 2,000 men and women were committed in support of the operation.

As Operation Desert Shield turned to Operation Desert Storm, the JCS assigned DIA the role of reviewing the military intelligence produced by more than 30 intelligence entities, both in theater and in Washington, D.C. DIA's responsibilities included order of battle preparation, targeting, imagery exploitation and battle damage estimates. DIA also supported operations against Iraqi Scud missiles by using national-level assets such as satellites to provide launch warning and support SCUD hunting operations, but the mobility of the Scuds' transporter/erector/launchers made them difficult targets. Later in 1991 DIA received a Joint Meritorious Unit Award for its support of military operations prior to and during Operations Desert Shield and Desert Storm.

The Communiqué staff interviewed one of the agency's departing "legacies" and asked him to share his career experiences and a few words of wisdom.

If you wish to nominate an individual in your office who is retiring, please contact Margan Kerwin at (202) 231-0814.

Mike REDDING, JIOCEUR

How long have you been with JAC and DIA, and where have you worked?

I signed on at the U.S. European Command (EUCOM) Joint Analysis Center (JAC) in 1995 as an Army civilian and joined DIA with the transition of combatant command personnel in October 2008. I consider myself lucky to have had a wide variety of missions and jobs to challenge me. I started out as a GS-12 working analytic support to expeditionary forces in the EUCOM area of responsibility, and I am finishing as the senior intelligence officer for Joint Intelligence and Partner Nation Training — which is the coolest of jobs.

What are your fondest memories of the agency and JAC?

One of my first assignments was to transition the command from hard copy production on the Heidelberg printing press to the digital world we all know and love now. It was the most daunting and fantastic job I could imagine because it was so different and limitless. With a motley crew of talented "JACsters," this challenge forced me to think differently and collaborate with lots of experts from around the intelligence community and the commercial world. We got there, eventually dramatically reducing the time it takes to provide intelligence to operational forces.

Also, I have fond memories of sleeping on the office floor with my staff supporting noncombatant evacuation operations in Africa, and later combat operations in the Balkans, and truly knowing that we made a difference.

What lessons did you learn throughout your career that you would pass on to others?

Read, read, read. Learn as many aspects of and engage as many people in our profession as possible. Exercise your curiosity muscle often. Know operations and those who execute them! Taking on hard missions and jobs nobody wants has it own rewards.

What would you consider to be your greatest contribution to the JAC and DIA?

There are two areas that required all my knowledge, skills and abilities to develop and provide quality intelligence training for partners and allies of the United States. The first of these was to establish three complementary courses for African partners in conjunction with EUCOM, and, soon after, U.S. Africa Command (AFRICOM): The Military Intelligence Basic Officers Course – Africa (12 weeks); the Military Intelligence Professional's Course – Africa (six to eight weeks); and the Military Intelligence Non-Commissioned Officers Course – Africa (10 weeks) — and we did it in French!

The second area where I feel I made a contribution was developing and fielding a counterinsurgency intelligence course for NATO deployers. Titled the Expeditionary Intelligence Training Program, it is designed to greatly increase the knowledge and abilities of multinational deployers prior to their arrival in Afghanistan so they can quickly join the intelligence fight. The course now resides as part of the curriculum at the NATO School in Germany and is also delivered via a mobile training team.

My good fortune in making these and other contributions was enabled by tremendous leadership, a little risk-taking, and superb contributions from military, civilians, contractors and partners.

What do you think has been the biggest challenge or had the biggest impact on the JAC and DIA?

414 North
USEUCOM - USAFRICOM
Regional Joint Intelligence
Training
Main Campus

Photo by Peter G. Park, JIOCEUR

Mike Redding at the Regional Joint Intelligence Training Facility at RAF Molesworth, U.K.

The biggest impact for me has involved developing a true cost-avoidance model by building a credible intelligence training capability outside the U.S. The EUCOM and AFRICOM Regional Joint Intelligence Training Facility (RJITF) that I have been privileged to lead has attained accreditation by both the DIA Joint Military Intelligence Training Center (JMITC) and the Intelligence Community Analytic Training and Education Committee.

Do you have any final words of wisdom you would like to share?

Apply large amounts of common sense and calmness to accomplish the mission assigned on any given day. Remain vigilant and flexible in your outlook. If you are not enjoying what you do, make a change, and seek alternative ways to solve challenges. Be a caldron of innovation, create an environment for success and be persistent — not a pest.

For DIA, if one agrees that intelligence analysis (all intelligence disciplines) has primacy, then the long-term challenge for all intelligence professionals is maintaining mission focus. One must remain wary of creeping administrative requirements that turn leaders into clerks.

SITES of DIA

Have you ever walked by something in the building and wondered what it was and where it came from? In celebration of DIA's 50th anniversary, the Communiqué and History Office staff will highlight a few of the many sites of DIA. If you have one to add to our list — whether at the DIAC or elsewhere — contact Margan Kerwin at (202) 231-0814.

The Scud Missile

The Russian Scud-B missile on display in the DIAC Expansion lobby was provided by DIA's Missile and Space Intelligence Center (MSIC), located in Huntsville, Ala. Prior to display, the missile was rendered inert, cleaned and repainted with original markings. Scud missiles have been a priority target of DIA's collection and analytical efforts for many years, and the display serves as an excellent symbol of the challenges facing the agency in the 21st century.

Saddam's Golden Guns

Former Iraqi dictator Saddam Hussein produced large quantities of gold-plated weapons for use on ceremonial occasions and as gifts for family members and a select few supporters. During Operation Iraqi Freedom, DIA personnel collected several of these weapons as part of the DIA mission to recover, exploit and analyze foreign military equipment. These guns can be found by the Conference Center in the DIAC Expansion lobby.

This "chocolate chip" patterned uniform was worn by then-BG Patrick Hughes, commanding general of the Army Intelligence Agency during Operation Desert Shield, who would go on to become the 12th director of DIA in 1996. This pattern was discontinued following the development of a more modern version of desert camouflage. The uniform can be found in the history display outside of the K Module in the DIAC Expansion.

LTG Patrick Hughes Uniform

I spy with my little eye something ... on Capitol Hill.

DIA Director LTG Ronald Burgess Jr. testified before the Senate Select Committee on Intelligence Feb. 16, 2011, along with CIA Director Leon Panetta, Director of National Intelligence James Clapper, FBI Director Robert Mueller, and Assistant Secretary of State for Intelligence and Research Philip Goldberg. The bottom picture has been altered. The differences are subtle; can you spot all 10 changes? The answers will run in the May 23 InterComm.

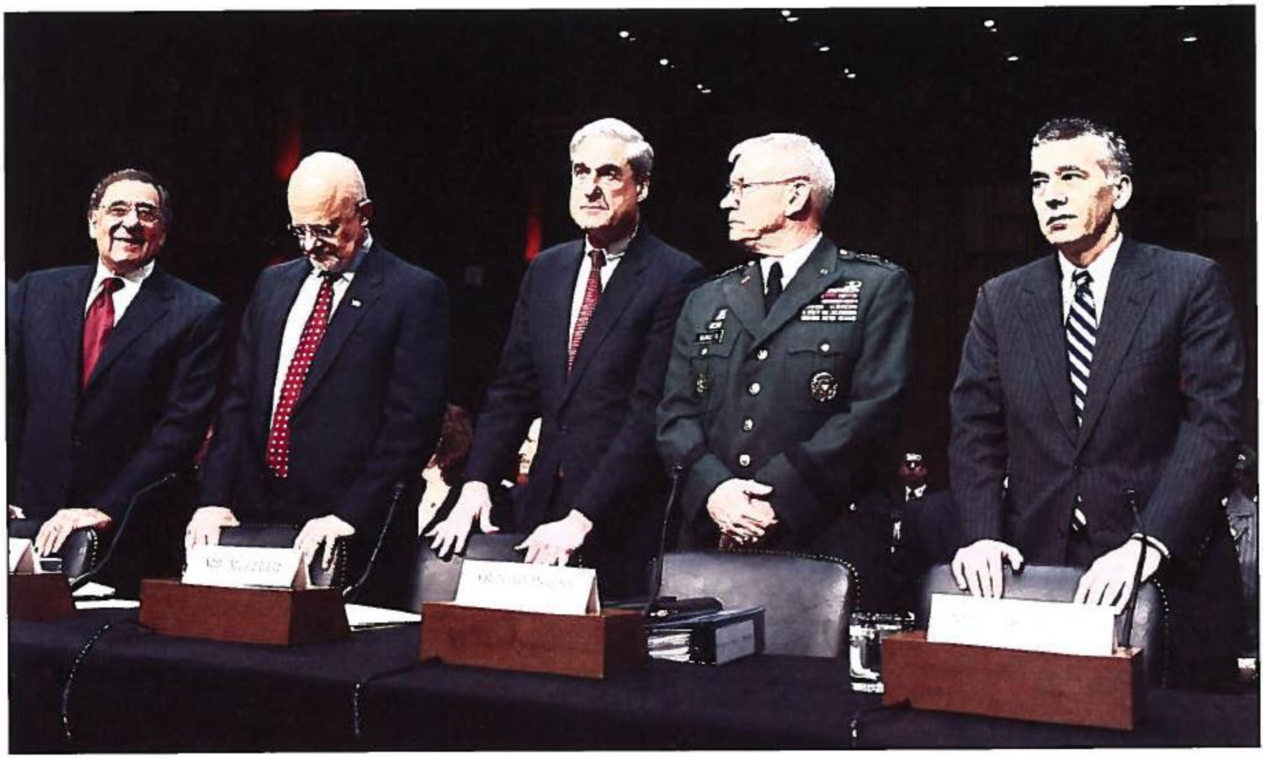
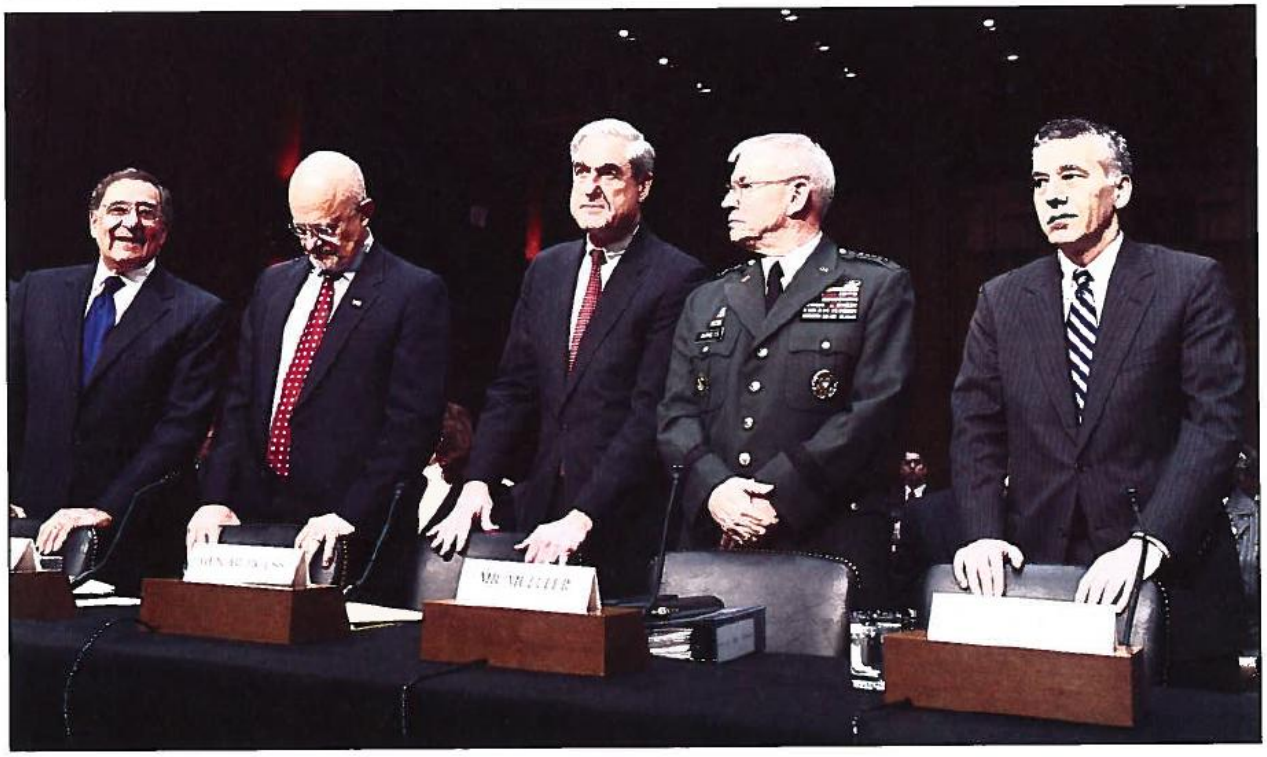


Photo by Paul A. Oberle, CS



on the HORIZON

events for MAY and JUNE 2011

MAY

ASIAN-PACIFIC AMERICAN
HERITAGE MONTH

Asian-Pacific Heritage Month

May 3-6 IC IG Annual Conference

May 4 Global ISR Conference, Chantilly, Va.

May 5 "Discovering the Mentor Within," DIAC K-118, 8 a.m. - 4 p.m.

May 5 House Permanent Select Committe on Intelligence Budget Hearing, 2:30 - 4:30 p.m., Capitol Hill

May 8 Mother's Day

MOM
Happy Mother's Day

May 12 Senate Select Committe on Intelligence Budget Hearing, 2:30 - 4:30 p.m., Capitol Hill

May 16 First Aid, CPR and AED training, DIAC K-118, 8 a.m. - 4 p.m.

May 19 DIA Spring Golf Tournament at Fort Belvoir

May 21 Armed Forces Day

May 30 Memorial Day

JUNE

June 1 NEXSYS Work-group meeting, 1 - 5 p.m., NMEC 4th floor conference room

June 2 DOD ICASS Conference

June 5 World Environment Day

June 6-10 Administrative Professionals Seminar on Intelligence

June 14 Flag Day

June 14 Army 236th birthday

June 19 Father's Day

June 21-23 8th Annual Levant Conference, St. Louis

June 21 First day of summer

June 24 First Aid, CPR and AED training, DIAC K-118, 8 a.m. - 4 p.m.

For further information or updates concerning these events, please refer to the Internal Communications website.

DIA protects the environment while
protecting the nation. This product is
printed on recycled paper.

1961-2011
CELEBRATING OUR LEGACY
FORGING OUR FUTURE